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ABSTRACT

This book is intended to present guidance curriculum activities which address students' needs in the areas of learning to live, learning to learn, and learning to work. The activities are divided into four developmental levels: K-5, grades 6-8, grades 9-12, and K-12. At the bottom of each entry the name of the contributing school counselor, school location, and telephone number are included. Program types include the following: peer, community, testing, group, consultation, parent, at-risk student, program management, and crisis team. Examples of activities include: The Nitty Gritty of Family Life; Dinosaur's Divorce; Group for Disruptive Students; Self-Esteem Shield; Sexual Abuse Prevention Program; Succeeding in School; Career Awareness; Mock Interviews; and Dealing with Labeling and Discrimination. Examples of programs include: Active Parenting--Parent Involvement; Contemporary Issues Support Groups; Death Education; Student Support Groups; Big Brother-Big Sister; Crisis Intervention Team; Preparing for College in High School; and Adopt-A-Teacher. (LLL)

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INDIANA DEVELOPMENTAL SCHOOL COUNSELING

IDEA

BOOK

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A joint project produced by the Indiana Department of Education and Indiana School Counselors Association

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Fall 1990

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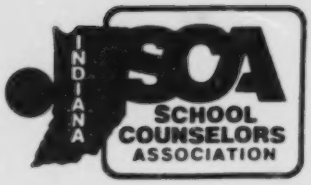


Indiana School Counselors Association

Fred Chandler, Executive Director, Carmel High School
520 East Main Street, Carmel, IN 46032

M E M O R A N D U M

TO: Indiana School Counselor

FROM: Connie Ruff, President
Indiana School Counselors Association—1989-90

RE: Indiana School Counselors Idea Book

DATE: Fall 1990

It is with great pride that the Indiana School Counselors Association and the Indiana Department of Education present this first edition of the **Indiana School Counselors Idea Book**. It is our hope that this booklet will be the beginning of a new tradition in Indiana—an annual, ever-expanding collection of practical ideas and model programs produced by and for school counselors. By sharing ideas with each other, Indiana's school counselors can continue to network and to improve our school counseling program to more effectively meet the needs of our students.

To accomplish the tasks of preparing, publishing, and distributing this booklet, the efforts of many have been invaluable. Special thanks and appreciation are extended to Dr. Stephen Davis, Department of Education Manager of Student Services Unit, for his support of this project; Barbara Hawkins, Department of Education Counseling Consultant, for her efforts in organizing this publication; and YOU—Indiana's school counselors, for your willingness to share your ideas and model programs. For this project to become an annual publication, your continued support and ideas will be essential. Please plan to contribute your ideas to next year's Idea Book.

It is my hope that you will find the Idea Book a valuable resource as you work with your students. I am personally and professionally proud of the commitment, creativity, and dedication of Indiana's school counselors.

Indiana Department of Education

H. Dean Evans, Superintendent
Room 229, State House • Indianapolis, IN 46204-2798 • 317/232-6610

MEMORANDUM

TO: Contributing School Counselors

FROM: Barbara Hawkins, School Counseling Consultant

RE: Indiana Developmental School Counselor Idea Book

DATE: Fall 1990

Isn't this fun! I get so excited about your contributions to the emergence of developmental school counseling in Indiana. How does it feel to be on the cutting edge in your State? If you have not yet written a contribution and will this year, the same question is for you.

Your leadership in the development of quality school counseling programs for **every** child, as well as children and families experiencing special needs is recognized and celebrated. It is important to inform your local community about your contribution to this statewide publication which is a joint project of the Indiana School Counselors Association and the Indiana Department of Education. Feel free to adapt the following suggested letter for use with local news media.

Thanks for taking the time to give to the effort of bringing Indiana's students to excellence in education.

Suggested News Release

Local School Counselor Publishes

_____ of _____

Your Name *School/Corporation Name*

recently submitted for publication an activity/program designed to meet the needs of students in _____ school. The Indiana School Counselor Idea Book is to be published yearly by the Indiana School Counselor Association and the Indiana Department of Education and gives guidance curriculum activities which address student's needs in the areas of **Learning to Live, Learning to Learn**, and **Learning to Work**. All three areas are key competencies in developmental school counseling programs to facilitate successful life careers for our children.

_____'s program is about . . .

School Name

(Describe Your Activity Or Program)

_____

_____

_____

_____

School counselors at _____school are _____, _____, and _____. These professionals are ready to serve your children's needs and hear your concerns. They may be reached during school hours at _____.

Using the Idea Book

The **Indiana Developmental School Counselor Idea Book** is organized into four sections by grade level. Each section contains activities and programs.

Activities

The activities are designed by you in the field for implementation through the counseling curriculum in the classroom. The activities deliver student competencies identified in the **Indiana State Plan for Developmental Counseling Programs** in the areas of:

Learning to Live
Learning to Learn
Learning to Work

Programs

The programs section of the **Indiana State Plan for Developmental Counseling Programs** describes other parts of a comprehensive developmental counseling program which may be of interest to you and your local counseling advisory group. Some programs included in the **Indiana Developmental School Counselor Idea Book** are:

Group Programs
Peer Programs
At-Risk Student Programs
Consultation Programs
Community Programs
Program Management
Crisis Team Programs
Testing Programs
Parent Programs

Colors

Appropriate developmental levels are divided by tabs and suggested by the following colors:

Kindergarten—5	**Ivory**
6—8	**Buff**
9—12	**Tan**
K—12	**Gray**

Continual Publication

As you develop additional activities in response to the changing needs of your school population, please submit ideas for yearly publication in the **Indiana Developmental School Counselor Idea Book** on the following forms. Please duplicate forms as needed.

Networking

Notice at the bottom of each entry the name of the contributing school counselor, school location, and phone number. Please contact these counselors to get needed clarification on programs or activities, to get support, to let them know you like their contribution, and to exchange ideas, etc.

Delivery Method

Each entry has indicated suggested delivery method(s) under one of the four areas of the **Indiana State Plan for Developmental Counseling Programs**.

Activity Title

Activity Application

Grade level:
Time:
Group size:
Space Required:
Materials Needed:

Activity Summary

Administration of Activity

Variations

Contact Person

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Program Title

Program Application

Location:
Funding Source:
Number of Students Served:
Grade Level:

Student Selection Criteria

Program Objectives

Contact Person

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Activities

Grades K—5

"The Nitty Gritty of Family Life"

Activity Application

Grade Level:	4
Time:	Three sessions of 30 minutes each
Group Size:	28-35
Space Required:	Classroom
Materials Needed:	Overhead projector/screen, transparencies. **The Nitty Gritty of Family Life**, by Joy Wilt. Pages 14, 18, 19 from **People Need Each Other** by Farnette, Forte, Harris, Apple Activity Book

Activity Summary

1. Lecture, discussion, activity sheets.
2. Individuals verbally share small parts of their finished papers.
3. In each of the three sessions, certain transparencies are used to provoke discussion, then the activity sheets are used to reaffirm the main thrust. The third activity may also be used as a Learning to Work Activity.

Administration of Activity

School counselor and teacher

Variations

Adapt to your own school/classroom's needs.

Contact Person

Jo Phillips
Harlan Elementary School
12616 Spencerville Road
Box 261
Harlan, IN 46743
(219) 657-5117

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Scrambled Feelings

Unscramble these words to find ten feelings that family members sometimes have toward each other.

payph _____

vonlig _____

luhelfp _____

gindudnersrtan _____

blaenpdede _____

ads _____

pygurm _____

trufsrtdea _____

usriofu _____

dikn _____

liguty _____

dpruo _____

Circle the three words that you think best describe how you felt about your family yesterday. Now, rate the feelings 1, 2, 3, as to how you felt at bedtime.

Fringe Benefits Think about the cause of each of these feelings. Use your crayons to color lightly over this page to show a "color portrayal" of your feelings yesterday.

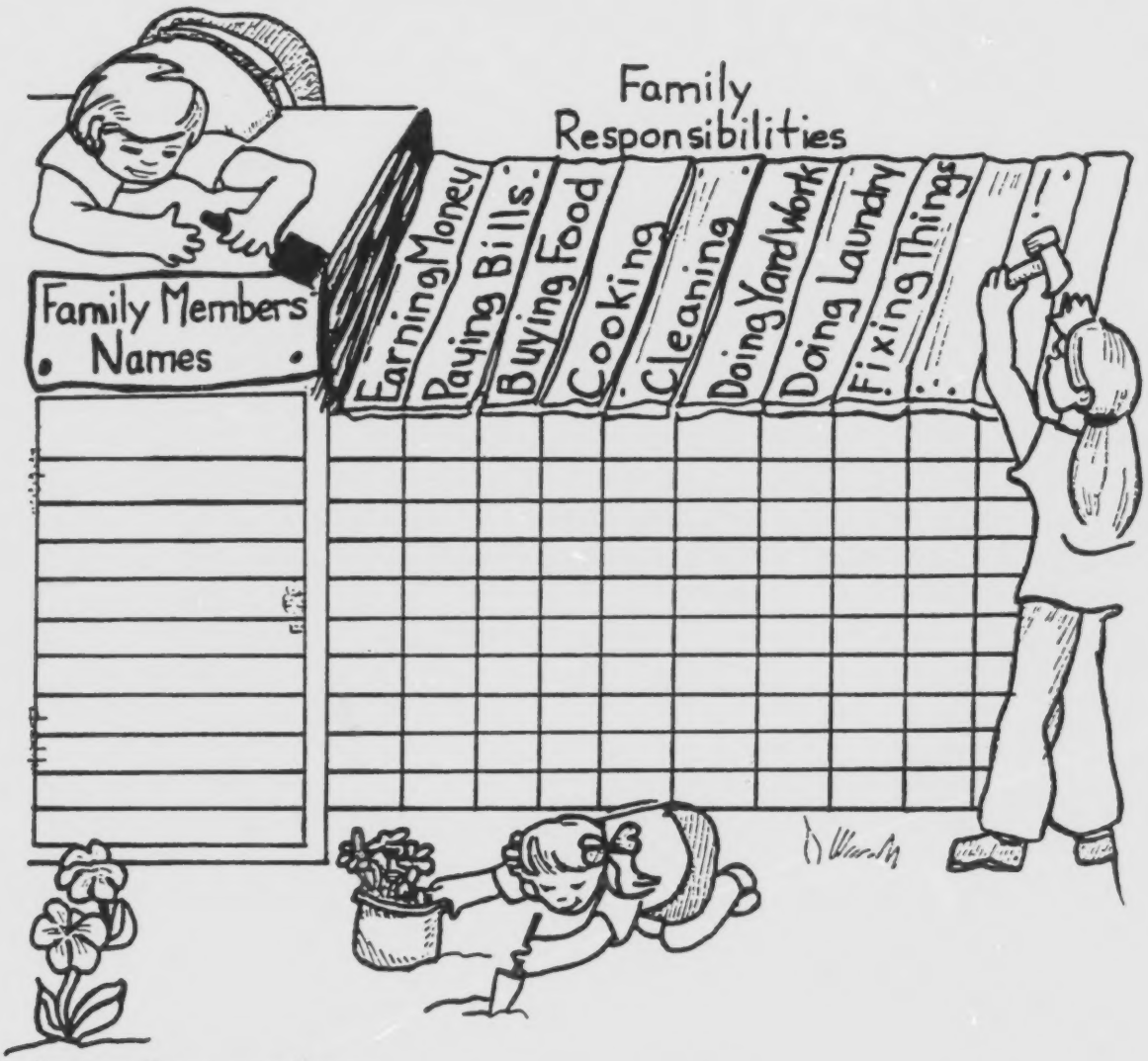
Family Favorites

Ask the members of your family to tell you about their favorite things. Make lists of their choices in the spaces provided.

Fringe Benefits Make a list of the ways in which these "family favorites" affect other members of the family.

Check It Out

List your family members in the spaces provided. Put a check (X) in each column that describes their responsibilities in your home. (Remember, family members may share responsibilities.)



Answer these questions:

1. Do any members in your family share responsibilities? _____
2. If the answer to question #1 is yes, describe how the responsibilities are shared.

_____

3. Why are some responsibilities shared and some not shared? _____

_____

Fringe Benefits:

Write a paragraph telling how individuals in your family could help each other more.

_____

_____

Feelings Unit—Human Growth and Development

Activity Application

Grade Level:	1-2
Time:	20 minutes per session
Group Size:	Normal classroom
Space Required:	Classroom
Materials Needed:	1. Game sheet for teacher 2. *What Does it Mean*?, by Susan Riley, The Children's World, Elgin, IL 60120

Activity Summary

See next page for actual presentation. A series of eight classroom presentations as outlined on the following page.

Contact Person

Peggy Huxford
Blanche E. Fuqua Elementary School
1111 Wheeler Street
Terre Haute, IN 47802
(812) 238-4304

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Feelings Unit

Lesson One

1. Roll call - tell one thing you like about yourself.
2. Talk about feelings - name some.
3. Happy (this lesson) - use book.
4. Play Feelings Bee - see attached sheet. When you are happy . . .

Lesson Two

1. Review feelings.
2. Read *Sad—What Does it Mean?*, by Susan Riley, Children's Press.
3. Role-play - "A time when I was sad . . ."
4. What do you do when you are sad?
5. Simon Says Feeling Game - see attached sheet.

Lesson Three

1. Lonely - use book.
2. Role-play - "I am lonely when . . ."

Lesson Four

1. Afraid - use book.
2. Monster Game
3. Role-play - "I am afraid when . . ."

Lesson Five

1. Sorry - use book.
2. Role-play - "I am sorry when . . ."

Lesson Six

1. Frustrated - use book.
2. Role-play - "I am frustrated when . . ."

Lesson Seven

1. Angry - use book.
2. Role-play - "I am angry when . . ."
3. Use games.

Lesson Eight

1. Loving - use book.
2. Role-play - "I feel loving when . . ."

A Very Important Fact—No One Makes Us Have Feelings

No one makes us mad.

No one makes us sad.

No one makes us feel hurt.

No one makes us worry.

No one makes us happy.

No one makes us feel loving.

No one makes us aggravated.

No one makes us have our feelings.

Sometimes we hear people say that we made them sad or mad or happy or proud. But that is not true. Each of us owns our feelings. We are totally responsible for how we feel and how we act. To say, for example, that someone made us feel mad is blaming that person for our angry feelings. No one is that powerful. No one makes us have feelings, and we never make someone else have feelings.

Source: *Feelings: Everybody Has Them*, by Stephanie Newman, Ph.D.

All You Need Is Your Body

Encourage the children in your class to let their bodies show various feelings. At first they will feel a little reluctant, or they may be hesitant to react to feelings other than the usual—happy, sad, angry. To get them started, teacher demonstration can be very helpful, but they should be encouraged not to copy, but to do their "own thing."

Ask them to:

LET YOUR BODY BECOME . . .

A sad whisper . . .

. . . A secret

A scary, creaky,
haunted house . . .

A proud feeling . . .

Source: *I Can Make a Rainbow*, Incentive Publications, Inc.

Act It Out

List different emotions on slips of paper, e.g., friendly, angry, scared, brave, jealous, shy, happy, sad, lonely, bashful, embarrassed.

Each child takes a turn drawing a slip. He or she should act out the emotion shown on the paper without talking. The rest of the group tries to guess what the emotion is.

The teacher may want to go first and demonstrate. This usually makes it easier for the others. Clues can be given on the more difficult ones, such as:

"You might feel this way when you get the highest grade in spelling."

"You might feel this way when you and your best friend have a quarrel."

After students have had a chance to act out some of these feelings, discuss what situations make them feel like some of the emotions demonstrated.

Source: *The It Kit - Activities for Affective Education*, Solutions to Living Problems, Inc.

Feeling Bee

This game, played like a Spelling Bee, can help children become more aware of their own and others' feelings.

Divide the group into two teams and have them line up in two rows, facing each other. Ask the first person on one team to name something that makes him happy. If he responds, he may **sit down** on floor. (This makes it a little different from a Spelling Bee.). If he does not respond within 30 seconds, go on to the first person on the other team. Continue until everyone has had a chance to respond. The first team to be seated wins. You may decide that children **should not repeat** what has been said by anyone else. That makes for a more interesting game. After all children are seated, take time to discuss responses.

Repeat the game with a variety of feelings, such as disappointed, disgusted, hopeful, frightened, angry, curious. Let the class (or one child) decide on the feelings to be used for the next game.

Source: *DUSO-2 Teacher's Manual*, American Guidance Services, Inc.

Feeling Good

In this activity children can see similarities between their own feelings and those of others in the room, including the teacher.

Let the students help you make a list of things that make us feel good about ourselves. Put the list on the chalkboard. The list might include:

- hearing someone compliment our work
- being told that we look nice
- learning to do something we have not done before
- getting a good grade on a test
- helping a person that needed help
- having fun with a friend
- knowing that we have been honest

Discuss how we can take cues from our own feelings in order to help others feel good about themselves, too. (If it makes us feel good to be complimented, it will probably make others feel good if they are complimented.)

Source: *DUSO-2 Teacher's Manual*, Americal Guidance Services, Inc.

Simon Says

Young children never seem to get tired of playing "Simon Says." A little different approach to this traditional game is to have the children exhibit certain feelings or emotions when Simon Says to do so. Some possible suggestions are:

Simon Says pretend you are laughing at something.

Simon Says pretend you are touching something hot.

Simon Says pretend you are watching a scary movie.

Simon Says pretend you are a tree being chopped down.

Simon Says pretend you lost your pet dog.

A variation would be to play "Follow the Leader." Everyone must follow the leader who is pretending he is shy, or scared, or proud, or embarrased, or happy, or sad, etc. The leader should say what emotion he or she is portraying. The emotion can be shown by means of walking, running, or using facial expressions.

Simon Says: Be Happy!

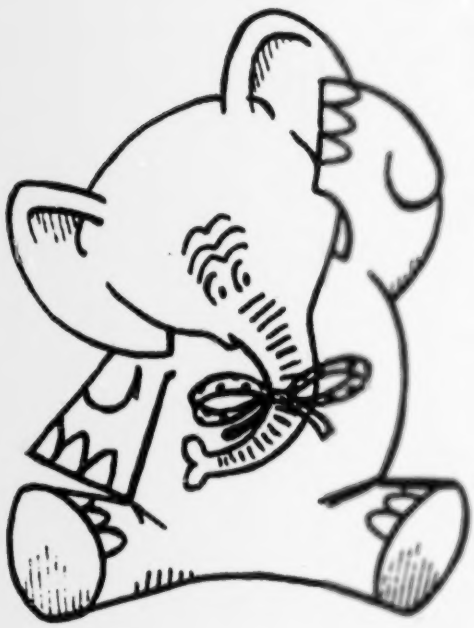
Source: *The It Kit - Activities for Affective Education*, Solutions to Living Problems, Inc.

Monster-ous Feelings

The following "monster" activity is best done in a small group. Let each child choose the kind of monster he or she wants to be, and act out any of the following feelings:

a gentle monster	a mean monster
a silly monster	a kind monster
a proud monster	a huge monster
a sleepy monster	a sad monster
an ugly monster	a scary monster
a ridiculous monster	a funny monster

Let the rest of the group describe the feelings of the monster being portrayed.



Source: *The It Kit - Activities for Affective Education*, Solutions to Living Problems, Inc.

Loss—Loss

Activity Application

Grade Level: K-5
Time: 20-30 minutes
Group Size: Normal classroom
Space Required: Classroom
Materials Needed: *The Dead Bird*, by Margaret Wise Brown

Activity Summary

A series of three classroom activities as follows on next pages.

Administration of Activity

School counselor

Contact Person

Peggy Huxford
Blanche E. Fuqua Elementary School
1111 Wheeler Street
Terre Haute, IN 47802
(812) 238-4304

Delivery Method

- Guidance Curriculum
- Responsive Services

Individual Planning

System Support

Loss—Part 1

Grade Level: K-5

Purpose: To help children articulate their feelings concerning loss. To help children think of new ways to deal with their feelings of loss.

Materials: None

Procedure: Counselor leads a group discussion.

Ask some of the following:

1. What is loss?

Let students react to this.

2. Who has lost something? What is it?
   Let students react to this.
   possession
   money
   favorite toy
   friend
   someone

Some points to stress and talk about:

1. Changes are a normal part of life.
2. We miss the things we have lost, but we go on without them.
3. It is okay to think about those losses if it does not interfere with what we are supposed to be doing in the present.
4. Sometimes the loss is easy to forget about.
5. Sometimes we can replace the lost thing and sometimes we cannot.

Things to do to make you feel better:

1. Ask students what they do to feel better.
2. Some examples may be:
   a. cry
   b. listening to music
   c. walking
   d. talking to a friend
   e. think about it
   f. play a game
   g. keep going

Allow each student to tell what they do to be nice to themselves.

Loss—Part 2

Death

Grade Level: K-3

Purpose: To help children understand that death is a natural part of life. To increase awareness on the part of teachers and others regarding the stages of grieving.

Materials: *The Dead Bird*, a book by Margaret Wise Brown

Procedure: Use this book as a springboard for classroom discussion.

Ask the following questions before you read the book:

1. Who has ever seen a dead bird? - Let the children tell about it.
2. Who has ever touched a dead bird?
3. What did it feel like?
4. Who had a dog or another pet that died?
5. Has anyone in here ever "made" a funeral?
6. What did you do? Let the children tell how they "made" a funeral.

Now read the book - *The Dead Bird*.

1. Ask how do the children feel?
2. Is this how you should feel?
3. Talk about the last page in the book - where children forgot.
4. Is it all right to forget and go on playing?

Loss—Part 3

Grade Level: K-3

Purpose: To increase awareness of the stages of grief. To show the correct behavior to use at a funeral/funeral home. To express your feelings about that time.

Procedure: Talk about the book, *The Dead Bird.*

Ask the following questions:

1. Who has ever been to a funeral? Let the children respond.
2. Tell us what a funeral home is like. Who can describe it?
3. How did you feel there? Children may respond with:
   a. sad
   b. scared
   c. nervous
4. Discuss these feelings.
5. Who knows how to act at the funeral home?

Make a list with the students on what to do at a funeral home.
Examples may be:

1. Act as you would in church.
2. Talk quietly.
3. What could you say to the person who has lost someone to make him feel a little better?
4. What do you wear to a funeral home?
5. Is there anything else you might be able to do to make someone feel better?
6. Is it okay to talk (remember) about the dead person.

Role-Play: Have a small group of students act out how you act at a funeral home. You may want to role model this first.

Go over the stages of grief!

1. Shock
2. Denial
3. Anger/Protest
4. Guilt
5. Despair/Depression
6. Acceptance
7. Growth (I added this one myself)

To end this lesson, go over the part of the previous lesson that discussed what the students do to feel better.

Change In Me

Activity Application

Grade Level:	4-5
Time:	30 minutes
Group Size:	Classroom presentation
Space Required:	Classroom
Materials Needed:	The attached questionnaires

Activity Summary

Students explore changes that occur in themselves in a school year.

Administration of Activity

The questionnaires on the next pages are examples that I give students in the fourth and fifth grades for my first guidance presentation and the last guidance presentation of the year.

The first two pages are for the fifth grade, the next two are for the fourth grade. The students complete the questionnaire in the fall and I keep these in my office until spring. In the spring, I ask the students to again answer the questionnaire. Then they compare those answers with what they had written in the fall. This leads to a discussion about changes that occur.

Contact Person

Vrina Stebbins
Village Elementary School
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Fort Wayne, IN 46806
(219) 447-4841

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Name _____
Last First Initial

Grade_____ Date_____

		Yes	No	Undecided
1.	Most mornings, I want to go to school.	1	2	3
2.	My teacher compliments me when I do well in school.	1	2	3
3.	When I don't understand, I ask teachers to explain.	1	2	3
4.	I find it hard to remember what I've learned.	1	2	3
5.	When I find out I am doing something wrong I try to change.	1	2	3
6.	My parents always want me to do my homework.	1	2	3
7.	When work is hard and I get it wrong, I let it go.	1	2	3
8.	Adults at school want me to do well in class.	1	2	3
9.	I like it when the teacher gives me school jobs.	1	2	3
10.	Adults at school always do what they say they will do.	1	2	3
11.	I usually get my work done on time.	1	2	3
12.	I like to answer questions in class.	1	2	3
13.	I have trouble following rules.	1	2	3
14.	I find it hard to remember assignments.	1	2	3
15.	My teacher really likes me.	1	2	3
16.	I become afraid when I take tests.	1	2	3
17.	I know as much as I want to know.	1	2	3
18.	I find it hard to talk with my classmates.	1	2	3
19.	My friends want me to do well in school.	1	2	3
20.	Most of what I do in school helps me to understand the world around me.	1	2	3
21.	My parents usually ask what I do in school.	1	2	3
22.	I find it easy to get along with my classmates.	1	2	3
23.	I find it easy to talk with my parents.	1	2	3
24.	I am an important person to my classmates.	1	2	3

A person can be described in terms of:

1. Appearance (for example: slim, tall, brown-eyed)
2. Personality (for example: friendly, generous, shy)
3. Abilities (for example: good at sports, musically talented, good in arithmetic)
4. Interests (for example: enjoys outdoor activities, likes to read)

How would you describe yourself? Under the heading, "What I am like now," list some terms that you think describe you as you are today.

Would you like to be different in some ways? Under the heading, "If I could be different," list the characteristics you think you would like to have.

What I am like now

1. Appearance

2. Personality

3. Abilities

4. Interests

If I could be different

1. Appearance

2. Personality

3. Abilities

4. Interests

A TIME CAPSULE ABOUT ME Name _____

1. Today's date _____
2. My whole name _____
3. My favorite food _____
4. My favorite color _____
5. My best friend _____
6. My favorite song _____
7. My favorite game _____
8. The thing I like to do most _____
9. My favorite sport _____
10. My favorite TV show _____
11. What I want to be when I am an adult _____

STUDENT INVENTORY Name _____

	OFTEN	SOMETIMES	SELDOM
1. I start my school work as soon as assigned.	_____	_____	_____
2. I work hard on school assignments.	_____	_____	_____
3. I finish assignments on time.	_____	_____	_____
4. I have my materials ready to do my work.	_____	_____	_____
5. I participate in class discussions.	_____	_____	_____
6. I follow directions and school rules.	_____	_____	_____
7. I accept helpful corrections and suggestion.	_____	_____	_____
8. I say kind things about and to others.	_____	_____	_____
9. I get along well with others.	_____	_____	_____

HOW I THINK ABOUT SOME THINGS

	AGREE	NOT SURE	DISAGREE
1. I get along well with others.	_____	_____	_____
2. I like my teachers.	_____	_____	_____
3. My teachers like me.	_____	_____	_____
4. I am an important and special person.	_____	_____	_____
5. I like who I am.	_____	_____	_____
6. School is a friendly place to be.	_____	_____	_____
7. School make me feel happy and successful.	_____	_____	_____
8. I like coming to school.	_____	_____	_____
9. I am a good worker at school.	_____	_____	_____

Friendship Chain

Activity Application

Grade Level:	2-5
Time:	30 minutes
Group Size:	Classroom or small group
Space Required:	Area for children to sit in a circle
Materials Needed:	Strips of colored paper 3 x 18", crayons, markers, blackboard, or chart paper

Activity Summary

Children list positive behaviors which facilitate friendships, then identify two of these for each child in the class/group.

Administration of Activity

1. Have the children write their names on the left half of the strip. Make one using the teacher's name to demonstrate. Collect the strips and have the children gather in a circle.
2. Engage the children in listing, on the board or chart paper, positive behaviors in friends. Use the sentence, "A friend . . ." as a way to help them begin. Focus on behaviors, such as: is kind, is helpful, follows rules, listens, is polite, plays fairly. Avoid: is nice, as this does not identify a behavior.
3. As you read the name on each strip, ask the children to name two behaviors from the list that are true of the person whose name you have read. Using a marker, finish the sentence on the strip with the two suggestions. Example: "Bob is helpful and plays fairly."
4. Read the sentence when done and staple as a link for the chain. Add each strip to the chain as it is completed. Be sure to make a strip for the teacher and any absentees. When done, read every sentence on the "Friendship Chain." Make some general statements about how important it is to periodically notice and celebrate our friends' good qualities.
5. Leave the chain with the teacher to hang as a room decoration.

Variations

Use red and green strips at Christmastime to help decorate the room.

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Delivery Method

- ■ Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Stress and You

Activity Application

Grade Level:	4
Time:	One-half hour each week for six weeks
Group Size:	Class size 20-28
Space Required:	Classroom
Materials Needed:	Paper, pencils, blackboard, (tapes are helpful, but optional): *Coping for Kids: A Complete Stress-Control Program for Students Ages 8-18*, by Gerald Herzfeld, Ph.D. and Robin Powell, Ph.D., The Center for Applied Research in Education, Inc., 1986.

Activity Summary

See attached sheet

Administration of Activity

Counselor with assistance of teacher

Variations

Include a filmstrip showing stressful situations and have the students brainstorm choices in reactions.

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Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Stress and You

This classroom guidance unit correlates with the fourth grade health curriculum on mental health. All students experience stress. This program will help them understand stress better and learn some coping skills as well.

The class meets for a one-half hour period each week for six weeks. The objectives and brief description of each session are as follows:

1. Define and identify stress and stressors. Discuss the physiological effects of stress on the body. Complete a student stress chart.

2. Discuss the different reactions that people have to stressors using a continuum in which students identify their own stress index (+2, +1, 0, -1, -2) within the group. The students in high stress areas (+2) will seek information from students in lower areas as to their self talk and varying strategies that are used to deal with stress.

3. Learn and practice breathing techniques. Understand process of breathing. Exercises in light breathing (stress), deep breathing (relaxation) - *may use tape from *Coping for Kids: A Complete Stress Control Program for Students Ages 8-18,* by Gerald Herzfeld, Ph.D. and Robin Powell, Ph.D., The Center for Applied Research in Education, Inc., 1986.

4. Learn to accept your problems - not everyone else's. Divide into groups, each group lists four problems that stress them. In large group, discuss each, ask students if each has a problem over which they have control or no control. Discuss that when it is understood that they have no control over a problem, they will be less stressful because original feelings of guilt and blame go away.

5. Learn to laugh appropriately at stressful situations. Using the list of problems from session #4:

   retell as a funny story
   draw a cartoon about the stressful incident
   identify the funniest part of the situation

   When the students learn to laugh at their mistakes, they feel less overwhelmed.

6. Upgrading coping skills. Using stressful situations identified in the first session as examples, describe each, ask the students to brainstorm techniques they have learned that could be used to deal with these situations.

Student Stress Chart

This is a chart that lists situations that can be stressful for students your age. Some of these may apply to you and others may not. Read the list, and if you think the situation mentioned would be stressful if it happened to you, put a (X) by it in Column 1. Next, look at each situation you checked in Column 1. If you think the situation would be very stressful, put a plus (+); somewhat stressful, put an (X); not very stressful, put a minus (-) in Column 2. Last, in Column 3, check (X) for each situation you have experienced within the last year.

	1	2	3
Death of a parent			
Parents divorced			
Parents separated			
Moved to a new school			
Not being liked by other students			
Parent remarried			
Criticized by teachers/students			
Gone to a hospital			
Long-range assignments			
New brother or sister			
Close friend moved away			
Poor report card			
Not picked for a team			
Conflict with a teacher			
Caught in a lie			
Conflict with parent(s)			
Parents fighting			
Sent to the Principal			
Not completing assignments			
Not passing the grade			
Poor grades in schoolwork			

Elementary Welcome Packet and Program

Activity Application

Grade Level:	K-4
Time:	Varies, approximately 10-15 minutes per person
Group Size:	Varies, one to five
Space Required:	Minimal
Materials Needed:	Tokens of school resource personnel, such as bandage or bookmarks.

Activity Summary

The transition to a new school can be very emotionally disruptive to a child. In this program, I greet every new student and challenge them to become familiar with the physical building and usual resource people in a fun and exciting manner.

Within one and a half weeks of a student's enrollment, the student will be given a tour of the school and given a new student packet which includes student handbook, ticket strip to meet school personnel, and counseling brochure.

The ticket will be cut apart. When each resource person is given a ticket, he or she, in return, give the new student a token and complete the introduction. For instance, the secretary gives the student a laminated telephone for the refrigerator which includes the school phone numbers. The clinic gives the student a bandage. The librarian gives the student a laminated bookmark with the school name on it. The music teacher and the cafeteria personnel each give stickers.

The purpose of this program is to make the transition to Prairie Heights Elementary from another school easier for the students. The student's self-confidence and self-esteem would be enhanced.

Administration of Activity

Counselor introduces new students to resource staff.

Variations

An elementary student peer group, such as a student council could conduct the tours.

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Delivery Method

- Guidance Curriculum
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  Individual Planning
- System Support

It's Not Easy Being Green

Activity Application

Grade Level:	Primary, Kindergarten, Transition
Time:	15 minutes
Group Size:	15-22
Space Required:	Classroom
Materials Needed:	Kermit the Frog puppet (Fisher-Price Toys), music: "It's Not Easy Being Green"

Activity Summary

Promotes self-awareness and self-acceptance. This song acts as a vehicle to explore personal strengths and weaknesses and creates a sense of affirmation.

Administration of Activity

Play the tape, "It's Not Easy Being Green," by Jim Henson, sung by Kermit the Frog. Kermit sings to the children. After the completion of the song, the counselor leads the children in a group discussion of self-awareness, strengths, weaknesses, prejudice, ego issues, etc. This serves as an excellent tool to facilitate openness and honesty in a safe environment.

Variations

Rehearse the song with a student and have him or her work the puppet. Teach the song and sing it together.

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Delivery Method

- Guidance Curriculum

  Responsive Services

  Individual Planning

  System Support

Anger Works

Activity Application

Grade Level:	K-5
Time:	Class period
Group Size:	Small group, five or six or classroom, 10-15
Space Required:	Classroom

Activity Summary

Children will recognize that they have control over how they feel.

Accept yourself

Nurture yourself

Guard against faulty thinking

Express emotions

Relax and be happy

See attached outline and bibliography.

Administration of Activity

Counselor and classroom teacher

Contact Person

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Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Anger

I. Accept yourself

A. Getting Acquainted 1

1. Who Am I Today?

a. Focus children's thoughts upon growth and change. Develop awareness of physical and emotional growth.

b. Activity: Emotions Cube 2

II. Nurture yourself

A. Identify the physical hazards of anger and stress. 3

B. Demonstrate positive self-statements with use of a mirror.

C. Assemble a Worry Bracelet

1. Students select wooden or plastic beads and string a bracelet to be worn as a reminder that they have some control over sad or angry thoughts.

III. Guard against faulty thinking

A. Describe how thoughts can influence feelings.

1. Activity: Which are facts? Which are beliefs? 4
2. Recognizing Junk Thoughts 5
3. New Language

IV. Express Emotions

A. ABC of Feelings 7

B. I Statements (Scripts) 8

C. Role-Playing (Problem Solving) 9

D. Becoming Assertive 10 (Scripts) 11

E. Expressing Anger 12

V. Relaxation Techniques

A. Positive Imaging 13

B. Coping Phrases 14

C. Deep Breathing Exercises

Footnotes

1. *Games Children Should Play* p. 11
2. *Self-Esteem: A Classroom Affair* p. 68
3. *Coping for Kids* p. 77
4. *Thinking, Changing, Rearranging* p. 17

5. *Thinking, Changing, Rearranging* p. 27
6. *Thinking, Changing, Rearranging* p. 50
7. *Games Children Should Play* p. 24
8. *Games Children Should Play* pp. 114-120
9. *Games Children Should Play* pp. 137-149
10. *Games Children Should Play* pp. 160-163
11. *Games Children Should Play* p. 184
12. *Games Children Should Play* p. 179
13. *Games Children Should Play* p. 186
14. *Coping for Kids* p. 167

Bibliography

Anderson, Jill, *Thinking, Changing, Rearranging,* Timberline Press, 1981.

Borba, Craig and Michele, *Self-Esteem: A Classroom Affair,* Winston Press, 1978.

Cihak, Mary and Barbara Heron, *Games Children Should Play*, Scott Foresman and Company, 1980.

Herzfeld Ph.D., Gerald and Robin Powell Ph.D., *Coping for Kids,* The Center for Applied Research in Education, Inc., 1986.

Learning to Live

Activity Application

Grade Level:	K-5
Time:	30 minutes 1-5, 20 minutes for kindergarten
Group Size:	Classroom
Space Required:	Classroom
Materials Needed:	*Developing Understanding of Self and Others* (DUSO)

Activity Summary

In kindergarten, first and second grades, I use DUSO. I also share appropriate books and stories with the children on such topics as feelings, lying, disobeying, sharing, tattling, and teasing. Third grade lessons focus on responsibility and making decisions, fourth grade lessons deal with friendship and peer pressure, and fifth grade lessons center around study skills and time management.

Visiting the classroom allows me to get to know the children and for the children to feel comfortable with me. Should a problem arise during the school year, they feel at ease talking to me.

Administration of Activity

Counselor and classroom teacher

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Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Share and Care Box

Activity Application

Grade Level:	K-5
Time:	20 minutes per week
Group Size:	Total staff and school
Space Required:	None
Materials Needed:	Small box, paper

Activity Summary

The "Share and Care Box" is an idea I have initiated at Eastbrook Elementary. Each week our staff watches for any "sharing or caring" that goes on. They then submit the child's name and the good deed performed on a "Share and CAre" form and place it in the box at the office. At the end of the week, I select a name from the box, and it is read during Monday morning announcements. The students get their picturs taken, and it is posted with the rest of the students' names outside my office. The students really enjoy the "Share and Care" program. I believe it helps recognize some students that may not be recognized in other ways.

Administration of Activity

Total staff and counselor

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Delivery Method

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Pats on the Back

Activity Application

Grade Level: 3
Time: 30 minutes
Group Size: Full classroom
Space Required: Classroom
Materials Needed: "Looking Through the Eyes of Others" worksheet taken from p. 5 of the Good Apple Book entitled *Communicating*; hand patterns (approx. 12" long), construction paper; paste, crayons, scissors

Activity Summary

This is the closing activity I use for a unit on Communication for my third grade classes. A letter of explanation precedes the unit, explaining the entire unit and asking parents to participate in the activity.

Administration of Activity

Step 1: Prior to this final closing session the worksheet was explained to the children. They took it home, along with a letter of explanation to their parents, and had their parents sign it. The teacher filled out his/her part and the children had the "close friend" section completed on their own time.

Step 2: Each child traces a hand pattern and cuts it out.

Step 3: Cut the strips from the worksheet and fold each one into thirds. Each of these are then pasted on the hand. Paste the center section only, so you can open the paper and read the message. Students put their names and class codes on the hands and decorate them any other way they choose.

Step 4: We end with a discussion about warm fuzzies and how it feels when others communicate good feelings to us. We also discuss the importance of telling others how we feel about them.

If you do not have the workbook from Good Apple, you can ask the parents in the letter of explanation to write a short note to their child communicating at least two things they especially like about him or her. Ask the teacher to do the same for each child in the classroom. This will replace the slips on the worksheet.

Variations

My classroom teachers often follow this lesson with some writing activities in which the students write thank-yous to their parents. I put these hands on a wall where all can see and entitle it "Pats on the Back."

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Delivery Method

- ■ Guidance Curriculum
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  Individual Planning
  System Support

Dinosaur's Divorce

Activity Application

Grade Level:	K-5
Time:	two or three, 20 minutes sessions
Group Size:	Individual or small group
Materials Needed:	Book, *Dinosaur Divorce*

Activity Summary

Child or I - depending upon ability, read this book aloud together and talk about the issues that child wishes to discuss.

Administration of Activity

1. Use of individual counseling with a child who has difficulty expressing feelings related to divorce in his/her family.
2. Support and encouragement, related to reading skills.
3. Child sometimes wants to reread by him or herself, alone which I allow.

Variations

Can use also in small divorce support groups as lead-in to discuss similarities and differences of divorce experiences for each child.

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Delivery Method

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Individual Planning

System Support

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Feelings

Activity Application

Grade Level:	3
Time:	20 minutes for four weeks
Group Size:	Classroom
Space Required:	Classroom
Materials Needed:	Four or more different puppets

Activity Summary

This activity caused the students to be creative and also come up with good descriptions for different feelings. The class did a great job and were very good in coming up with different feelings.

Administration of Activity

1. Divide the class up into four or more groups, depending on how many puppets are being used.
2. Give each group of children a puppet to work with.
3. Each group is to look at the puppet and decide how it is feeling. (This may be decided on the color, expression of the puppet, etc., and the creativity of the group.)
4. Each group then describes the feeling or makes up a story about the feeling.
5. When all the groups are finished, each group then gives the descriptors or story to the class, and the class they tries to discover the feeling.
6. Next class time, each group receives a different puppet.

Variations

This could be used with pictures instead of puppets.

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Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

  Individual Planning

  System Support

Me, Myself and I

Activity Application

Grade Level:	4-5
Time:	10 minutes a day for a week
Group size:	Individual or small groups
Space Required:	Counseling office, library, cafeteria, or classroom
Materials Needed:	Booklet - seven pages, pencil

Activity Summary

Student completes

Administration of Activity

1. Student completes page one with me, "My Mushroom Patch."
2. Student takes home remainder of booklet which includes a daily diary, happiness bar graph, identification of influence daily assessment - to be completed in one week.
3. Students return pages, and we then complete last page of questions together.
4. Duplicate as many as needed of the daily diary.

Variations

If student has difficulty completing #2 - may do daily at school instead of at home.

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Delivery Method

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System Support

ME

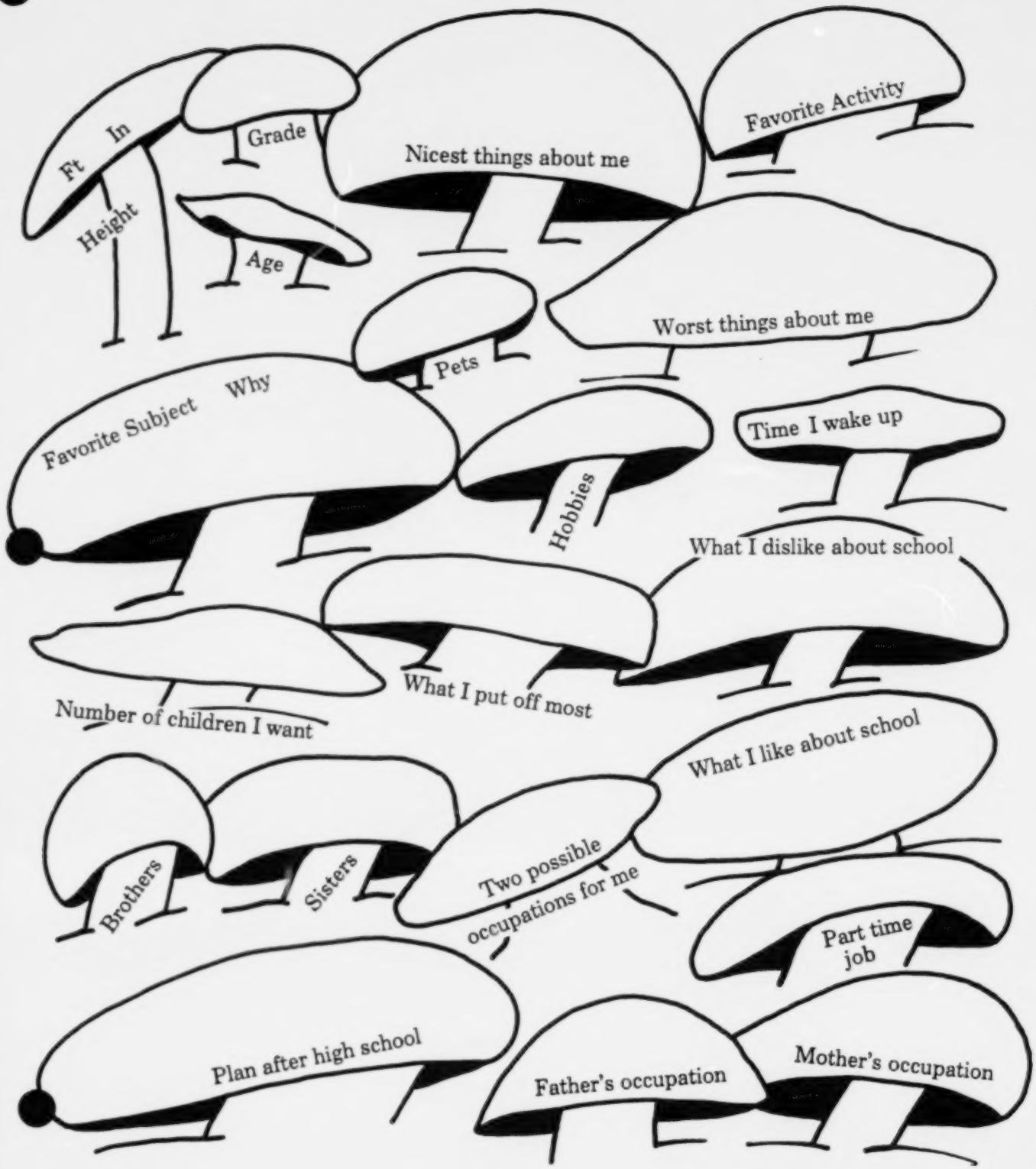
MYSELF

AND

I

NAME_____

My Mushroom Patch



Daily Diary

Description of Day

Day/Date: _____

_____

_____

Your Feelings: _____

_____

_____

Why do you feel this way? _____

_____

_____

Description of Day

Day/Date: _____

_____

_____

Your Feelings: _____

_____

_____

Why do you feel this way? _____

_____

_____

Identification of Influence

	WHAT HAPPENED?	PERSON, PLACE, OR THING THAT HAD THE MOST INFLUENCE	HOW DID IT MAKE YOU FEEL?	WHY DID IT MAKE YOU FEEL THAT WAY?
MON.				
TUE.				
WED.				
THUR.				
FRI.				

Happiness Bar Graph

	MON.	TUE.	WED.	THUR.	FRI.	SAT.	SUN.
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
0							

1. What makes me feel sad, happy, angry, etc.?

2. Who or what has the most influence on me?

3. How do my feelings effect my activities or behavior?
   (Use a specific.)

4. What was my overall, general feeling about the week?
   (Average of graph.)

5. Is this generally how I feel most of the time? Explain.

Group for Disruptive Students

Activity Application

Grade Level:	3-6
Time:	Six to eight weeks, 30 minutes sessions
Group Size:	Six to eight students
Space Required:	Office or classroom
Materials Needed:	Index cards

Activity Summary

Using a "Dear Abby" or "Ann Landers" approach to solving problems, turn "problem-makers" into "problem-solvers."

Administration of Activity

1. Identify a group of six to eight "disruptive classroom students."
2. Enlist the support of total staff in allowing other students to take a few moments each week to write on index cards, a problem for the "disruptive group" to brainstorm ideas in solving the problem. (Stress confidentiality of letters.)
3. Post the question and answers on a special bulletin board or school newspaper. (See next page for example.)

Benefits

1. The disruptive group has self-esteem bolstered.
2. The "disruptive" group finds out that many other students have the same problems and concerns they do.
3. The students become more confident problem-solvers.
4. Improved classroom behavior.

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Delivery

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

Sample Letter

Dear B. B.,

"Jim" is in my class and never gets his work finished because he is distracting other students and getting them (including me) in trouble. What should we do?

Signed,
In Trouble

Dear In Trouble,

I understand your problem. It's happened to me before. You can try one or more of these ideas:

Go with a friend who has been bothered by him too, and talk to the teacher, counselor, or principal.

Try your best to ignore the person, because he just wants attention.

Tell him, "Please stop it. It makes me angry and frustrated."

Put this news article on "Jim's" desk and highlight his question.

Good Luck!
B. B.

Self-Esteem: "Are You More Like . . .?"

Activity Application

Grade Level:	4-6
Time:	30 minutes
Group Size:	Classroom
Space Required:	Students at desk
Materials Needed:	Paper (8 1/2 X 11) for each student, crayons, markers for each student

Activity Summary

Students will develop symbols to express characteristics of their personalities as means for discussion.

Administration of Activity

1. Students fold paper three times so there are eight sections.
2. Explain that we are going to learn more about ourselves by deciding which of two things fit us better.
3. Use the following ideas or create more:

I am more:	indoors	or	outdoors
	daytime	or	nighttime
	fast	or	slow
	on the ground	or	up in the air
	follower	or	leader
	city	or	country
	single tree	or	forest
	rock	or	sand

4. Students draw a picture or symbol to represent the characteristic most like themselves.
5. The object of the lesson is for permission to be the way you are and to discuss the differences among classmates as well as seeing positives for both ways.

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Delivery Method

- ■ Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Sentence Completion Sheet—Individual Counseling

Activity Application

Grade Level:	K-5
Time:	Five to ten minutes
Group Size:	Individual
Space Required:	Counseling office
Materials Needed:	Sentence sheet; pencil, pen, or washable markers

Activity Summary

Child completes 34 statements with the first thing that occurs to him/her.

Administration of Activity

1. Students K-1: I read the statements and write down the student's response verbatim. Students 2-5: I let the child complete - help with spelling if asked.
2. Read through the responses with the child upon his or her completion of the sheet.

Variations

Sometimes I use a shorter list with a child; sometimes child does activity again after four to six weeks, and then we compare responses with the child alone.

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Delivery Method

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System Support

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My Special Feelings

I am happy when _____

I get angry when _____

I hope that _____

I am good at _____

I am afraid of _____

I am ashamed of _____

I feel sorry for _____

I am really good at _____

I get excited when _____

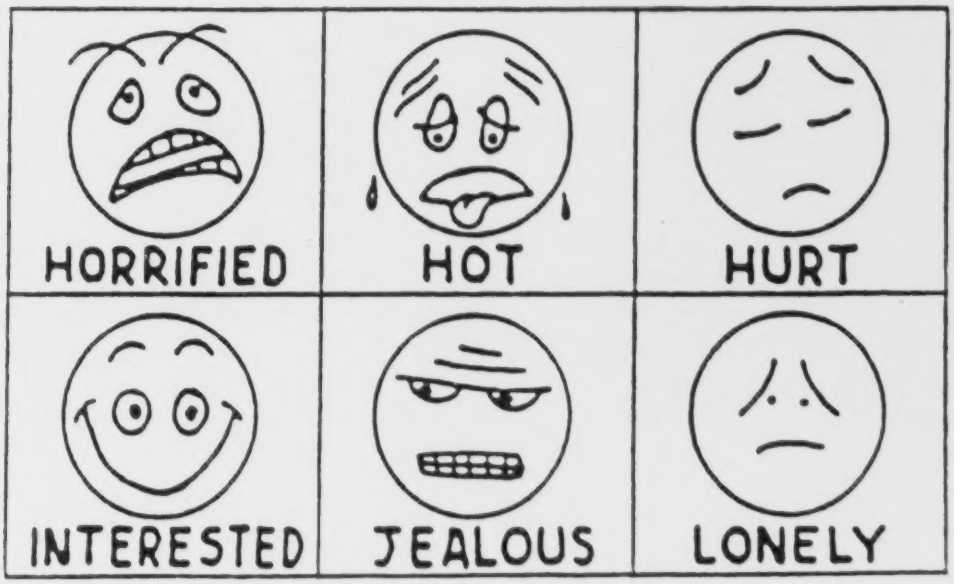
I feel safe when _____

I need _____

I am thankful for _____

I am lonely when _____

I am proud of _____



Children's Sentence Completions

1. I would like to _____
2. Tomorrow I will _____
3. My mother _____
4. I wish that I _____
5. I cannot _____
6. If I only _____
7. I worry about _____
8. Girls _____
9. I am ashamed _____
10. I am afraid _____
11. I hope _____
12. My father _____
13. I like _____
14. I don't like _____
15. In school I _____
16. I love _____
17. Boys _____
18. It isn't nice to _____
19. Mother should _____
20. My teacher _____
21. There are times when _____
22. I hate _____

23. It makes me mad to _____

24. If only I knew _____

25. I would like most to _____

26. My home is _____

27. Father should _____

28. People think that I _____

29. I need _____

30. I dream about _____

31. Sometimes I think about _____

32. Nobody knows that I _____

33. The best thing that ever happened to me was _____

34. The worst thing that ever happened to me was _____

Taken from: *A Care Package for Elementary School Counselors*, by:

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Hallway of Recognition

Activity Application

Grade Level: Elementary
Time: Every two weeks during school year
Space Required: A wall

Activity Summary

Giving recognition to students of all grades on different themes every two weeks.

Administration of Activity

I ask teachers of all grade levels to submit to me a name for the "Hallway of Recognition." Each two weeks I have a different theme. Example: Citizenship, Sportsmanship, Most Improved Student, Math (excel), Spelling, Writing, etc. I then announce names over loud speaker and take their pictures. I display all children's pictures by grade level on "railroad cars." I change the theme each two weeks in order for all children to have an opportunity to be recognized. The children receive their pictures with a certificate of recognition at the end of two weeks. Our town paper comes to our school and takes a group picture of the children. The teachers receive a slip of paper in mailboxes. This is the only requirement of the teacher.

Theme:
Name:
Room #
Return by:

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Delivery Method

Guidance Curriculum
■ Responsive Services
Individual Planning
■ System Support

How I Feel I Am Doing

Activity Application

Grade Level:	1-4
Time:	20 minutes to administer and time to talk to individual students
Group Size:	Whole class activity
Space Required:	Classroom
Materials Needed:	Handout, crayons - red, yellow, green

Activity Summary

A self report card activity to bring awareness to the student and information to the teacher about how the student is feeling about each school area. Very useful for teachers before parent conferences and for counselor referrals.

Administration of Activity

1. Explain that students will do a special "fun" report card on themselves. Show them handout with the different areas of things we do in school.
2. Students take out a red, green, and yellow crayon; put name and date on paper.
3. Talk about each area. Tell them to think about how they are doing in math. Color green for "Good," yellow for "Ok," red for "Not so good." Go around the flower and follow the petals. The middle of the flower is the "Me" part. "How do you feel about yourself this year in school?" (Watch for reds.) When flower is complete do each petal with them. They color in themselves at the top (add hair, etc). While the students do seat-work, talk to children privately about their report cards (if teacher wants you to stay). Be sure to talk to students with red areas at some time. Teachers may want to help with the discussions.

Variations

Petals can be changed to meet the needs of the class curriculum, depending on grade, teacher wishes, etc. Example handout is for Grade 1. The The teacher preferred "show and tell," rather than "spelling."

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Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

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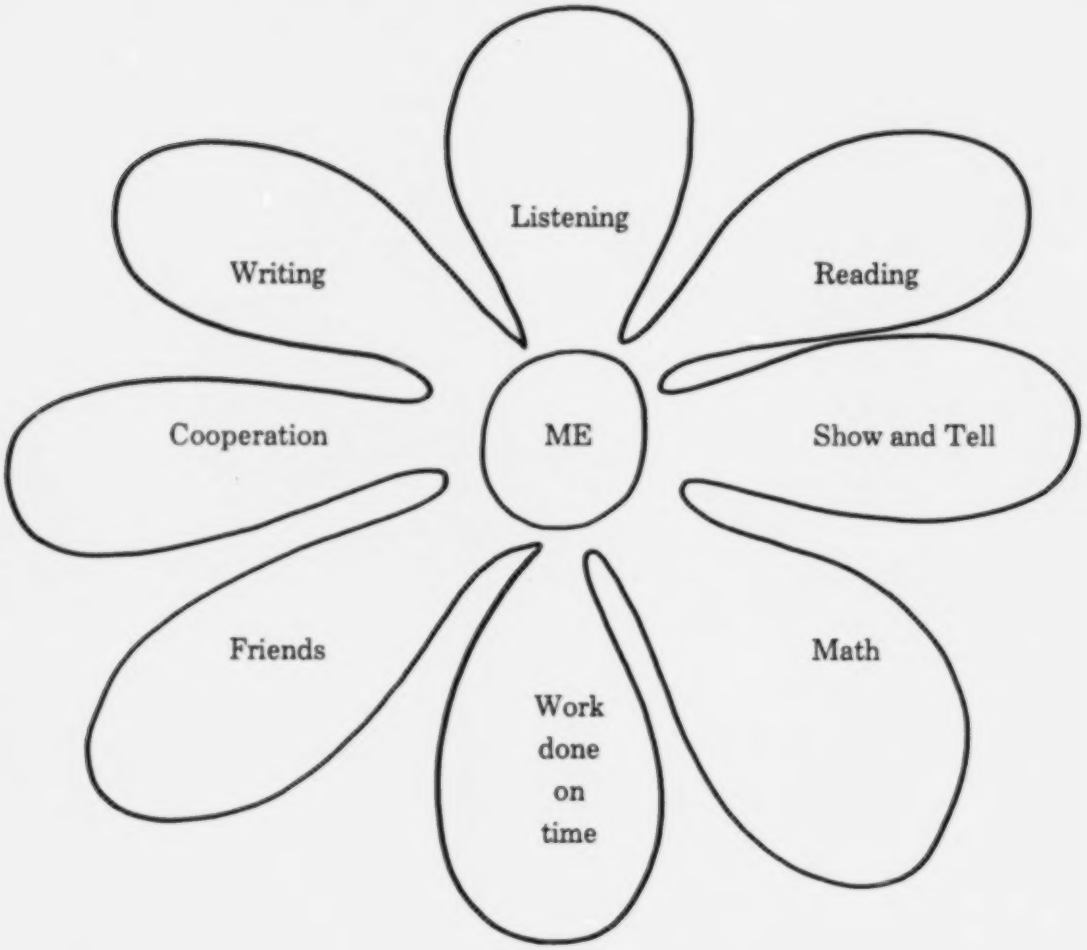
System Support

How I Feel I Am Doing



Green - Good
Yellow - Okay
Red - Not so good

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NAME _____ DATE _____

Work Checklist

Activity Application

Grade Level: 1-5
Group Size: Individuals
Space Required: Classroom
Materials Needed: Copy of checklist

Activity Summary

Parent involvement with student self-assessment

Administration of Activity

A conference must be held with teacher, student, parents, counselor, and administrator (optional). This sheet is to help students evaluate and be responsible for work and behavior; to establish cooperation between school and home; and to improve grades and work habits. A sheet is sent home every night unless school contacts parents; a list of rewards and consequences is set up with parents at conference time. It just needs to be signed by student and teacher nightly, but not sent back to school next day.

Variations

If an assignment sheet is needed, it can be added to this.

Contact Person

Sandy Shoemaker
Woodlawn Elementary School
300 East Beach Drive
Monticello, IN 47960
(219) 583-7005

Delivery Method

Guidance Curriculum

- Responsive Services
- Individual Planning
- System Support

Checklist

1. Amount of work completed

   All Most Little None

2. Quality of Classwork

   Superior Good Poor

3. Behavior

   Excellent Fair Poor

4. Homework was . . .

   Good Poor Not Submitted

5. Tonight there is

   Homework No Homework

_____ _____

Teacher Student

_____

Date

BC

Programs

Grades K—5

Elementary School Leaders Program

Program Application

Funding Source: State Summer School Reimbursement
Number of Students Served: 21
Grade Level: Upper elementary

Student Selection Criteria

Any student who would be in the top two grades of the three elementary schools the following fall are eligible. Some of the students are gifted and talented honor students. Others are at the lower end of the spectrum. Some of them are known troublemakers.

Program Objectives

The course is designed to increase self-concept in all participants and to help them find a way to help or lead someone in their own school. The class runs for two hours a day for four weeks. Each week has a special theme. Examples:

Week I: "Getting to Know You and Me"
Week II: "Making Me the Best I Can Be"
Week III: "Cooperation and Problem Solving"
Week IV: "What I Can Do For My School"

Each child takes a self-concept inventory at the beginning and the end of the course. They do a self-evaluation of their own growth and I do one with each student. All students help with school registration and decorating the school with "Welcome Back" posters. Students set a goal for the upcoming school year, and each has been used in some helping capacity in the school.

Contact Person

Cathy Stephen, Elementary Counselor
Randolph Central School Corporation
103 North East Street
Winchester, IN 47394
(317) 584-1401

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Project L.E.A.D.

(Legal Education to Arrest Delinquency)

Program Application

Funding Source:	Small grant from Bob Evans Farms and Pioneer Hi-Bred. School corporation paid for workbooks.
Number of Students Served:	45
Grade Level:	5

Student Selection Criteria

All fifth graders. May also be appropriate for middle school.

Program Objectives

Predelinquency Prevention Program following program designed by 4-H Extension office at Purdue University (Michael Stitsworth).

1. Demonstrate the necessity for laws and provides students with an understanding of the legal system, relevant to their lives as adolescents.
2. To give young people an opportunity to examine and express their views on law and order, meet with community officials in a nonthreatening environment, and discuss alternative solutions to common problems juveniles face.

Contact Person

Nancy Johnston
Linwood Elementary School
1415 Ball Street
Lafayette, IN 47904
(317) 742-6357

Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

  Individual Planning

  System Support

Test Buster Pep Rally

Program Application

Funding Source: School budget
Number of Students Served: Entire school population
Grade Level: K-6

Student Selection Criteria

Cheerleaders - volunteers
Dramatists - Gifted and talented students
Guidance activities - mandate convenience in group and time.

Program Objectives

Starting two weeks prior to testing, this program is designed to assist in four concepts: test motivation, test preparedness, test taking strategies, and to alleviate test anxiety. This is hopefully achieved through:

1. Two weeks prior to ISTEP testing, posters are mounted on school walls.
2. Teachers are give practice tests, worksheets, games, and puzzles for their grade level. They also have a cheer sheet to teach to students about test taking.
3. A riddle per day is posted in the cafeteria.
4. The physical education teachers initiate "stress reducing" exercises that the classroom teachers are encouraged to use with their classes.
5. The music teacher introduces a "rap" and some songs that will be used during the Pep Rally.
6. The day before testing, the Test Buster Pep Rally is held in the gym.

Note: Either the faculty or sixth grade students will be the cheerleaders. They will have practiced one month ahead.

Four skits are given during the Rally illustrating the four basic concepts—see above. Practice for skits start one month ahead.

Contact Person

Jo Phillips
Harlan Elementary School
12616 Spencerville Road
P.O. Box 261
Harlan, IN 46743
(219) 657-5117

Delivery Method

- Guidance Curriculum
  Responsive Services
  Individual Planning
- System Support

Support Group for Children Whose Parents Have a Drug or Alcohol Dependency

Program Application

Funding Source: School
Number of Students Served: Small group setting
Grade Level: K-6

Student Selection Criteria

Guidance or parental referral

Program Objectives

We are using the book titled *Our Secret Feelings,* by Deborah Sharp Molchan, Learning Publications.

See attached letter.

Contact Person

Ethel Yoder
J.E. Ober Elementary School
801 East Houston Street
Garrett, IN 46738
(219) 357-3115

Delivery Method

Guidance Curriculum
■ Responsive Services
Individual Planning
System Support

Dear Parent,

I have introduced a support group for children whose parents have a drug or alcohol dependency. We are going to work together as a group to meet some fundamental needs.

These needs will include:

1. accepting the idea that alcoholism is a disease
2. being comfortable about expressing feelings
3. having a good sense of self-worth
4. being able to relax and have a good time
5. understanding certain facts about chemical dependency
6. being able to trust others when appropriate; and
7. knowing that there are people who will help them.

Confidentiality will be stressed at each session with the children. We will be working on exercises, role playing, and discussions throughout each half hour session.

If you need further information, please call me at school or make an appointment (219) 357-3115.

Sincerely,

Name
School Counselor

_____ Yes, my child may participate in this support group.

_____ No, I do not want my child to participate.

Parental Signature_____

Contemporary Issues Support Groups

Program Application

Funding Source:	School budget
Number of Students Served:	Varies; depends on number of people involved and number of groups.
Grade Level:	2-5

Student Selection Criteria

Teacher, administrator, parent, or counselor makes recommendation to group. Counselor screens students to see if he/she is an appropriate candidate to fit in the group. Parent's permission is given for program at the first of the year.

Program Objectives

The group is set up with cofacilitators - counselor and teacher or two teachers - to help students work through problems and give them support and guidance needed in coping with situations interfering with the education of the student. The students are not "identified" with specific problems under this model - some issues may be lack of adequate care from adults, divorce, parental alcohol, or other drug use, abuse, family problems, relationships, etc. The group experience lets children know they are not alone, validates perceptions, clarifies interpretations, gives education and information when needed, offers hope, teaches how to take care of self, provides safe environment to try new behaviors, builds self- esteem. Changes can be monitored in school changes and parent conferences. Facilitators are well trained to work with groups. The groups are time limited for a grading period with evaluation at the end, they meet one time a week for thirty minutes. The structure is set up to lead-off with an activity to help kids have fun. There is a period for "working" and a "closure." The "working" phase is decided by group need and facilitator consultation.

Contact Person

Sandy Shoemaker, Elementary School Counselor
Woodlawn Elementary School
300 East Beach Drive
Monticello, IN 47960
(219) 583-7005

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

Divorce Groups

Small Group Counseling

Program Application

Number of Students Served: Six to ten per grade level
Grade Level: 1,3,4 (by request)

Student Selection Criteria

Parents have divorced. Permission letters are sent to parents, and each student is then interviewed. Student and counselor decide if group will be appropriate for the student.

Program Objectives

1. Support to children whose parents are divorced.
2. Children to concentrate on positive aspects of their family through discussions, stories, films, and role playing.
3. Children will feel support for each other and gain knowledge that they are not at fault.

I run the groups for six to eight weeks, one-hour-per-week over the lunch hour. If many on grade level are eligible, I do separate groups for boys and girls.

Child Support Through Small Group Counseling, by Lois Landy is my major source. Other children also read *The Boys and Girls Book About Divorce*, by Richard Gardner.

Filmstrips: *A Kids Guide to Divorce*; Learning Tree Filmstrips

Contact Person

Marilyn Jacobson
Happy Hollow Elementary School
1200 North Salisbury
West Lafayette, IN 47906
(317) 743-9571

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

Individual Counseling—Use of *Honey Bear

Program Application

Funding Source: Local corporation
Number of Students Served: 2,000
Grade Level: K-5

Student Selection Criteria

Referred by building principals and/or teacher and parents.

Program Objectives

1. Counsel with students who may be having problems with school work, self-esteem, home situation, attendance.
2. Assess children to try to determine ways school could best help child and refer.
3. Provide support and encouragement on one-on-one basis. *Honey Bear provides many warm fuzzies for child.

*Honey Bear is a hand-made five foot stuffed bear who is introduced to the children at the beginning of the school year and cofacilitates with the counselor.

Contact Person

Barbara Reed
Logansport Community School Corporation
2829 George Street
Logansport, IN 46947
(219) 722-2911

Delivery Method

Guidance Curriculum
■ Responsive Services
Individual Planning
System Support

Educational Management Team

Program Application

Funding Source: At-Risk Funds
Number of Students Served: Teacher Training
Grade Level: K-6

Program Objectives

Teachers will learn how to work together as a team to solve children's problems. Teachers will act as ambassadors to explain notion of Educational Management Team to other teachers in the school. Children will benefit from the efforts of a team of teachers working together, such as more suggestions and so on.

(State department officials provided in-depth training to teachers and administrators. Ms. Phyllis Lewis, Health Services Consultant, Indiana Department of Education, headed the training. Phyllis Lewis can be reached at (317) 232-9111.)

Contact Person

Kenneth Crabb, Principal
Rita Brotherton, Counselor
East Side Elementary School
936 East National
Brazil, IN 47834
(812) 448-8755

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

Active Parenting—Parent Involvement Program

Program Application

Funding Source:	Chapter One
Number of Students Served:	10-20 per session; offered twice a year
Grade Level:	Parent

Student Selection Criteria

Send notices to home through individual elementary building; newspaper articles and notices on local cable channel. Target parents of elementary age students.

Program Objectives

1. Help parents learn how to improve parenting skills.
2. Improve communication skills.

Contact Person

Barbara Reed, Home/School Relations
Logansport Community School Corporation
2829 George Street
Logansport, IN 46947
(219) 722-2911

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

New Students

Program Application

Funding Source: School Budget
Grade Level: All elementary students new to the school

Program Objectives

To acquaint new students with the school personnel.

The student is given a book when enrolling in school. The new student, along with a member of his class, takes the book with him as they visit school personnel. School personnel have an opportunity to welcome the new student, sign the book, and give him/her a "little" something. When completed, the new student takes the book home, so parents will know the names of the school personnel.

Contact Person

Kay Coomer, Counselor
Durgan Elementary School
1840 South 18 Street
Lafayette, IN 47905
(317) 449-3650

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

Please xerox, cut apart, put in order, and staple.

You now have a book to distribute to a new student!

Welcome to Durgan School

Present your new student booklet to the staff member on your first visit.

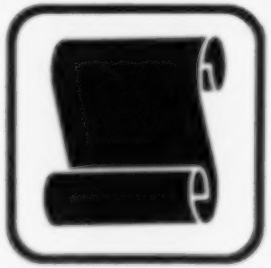
Name _____

Grade _____

Teacher _____

Room _____

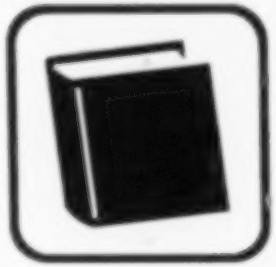
A visit with the secretary



A visit with the counselor

A visit with the principal

A visit with the librarian



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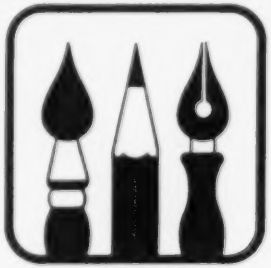
A visit with the food hostess

A visit with the P.E. teacher

A visit with the music teacher

A visit with the art teacher



Self-Esteem Workshops And Groups

Reference - Steps to Success, by Zig Ziglar

Program Application

Funding Source: At-Risk Funds
Number of Students Served: 15 students every six weeks in each school
Grade Level: K-6

Student Selection Criteria

Teacher nominates the candidate based on inservice criteria shared in group meeting. Children are selected that are perceived as shy, lacking confidence, or assertiveness skills. The Principal and Counselor colead the groups. Having the Principal involved at this level, encourages support from the teaching staff.

Program Objectives

Help children learn positive thinking—"What makes you feel good even when you feel real bad?"

Help children learn a proper attitude—"Helps to control energy and abilities"

Help children overcome their moods, ideas, and responses.

Contact Person

Denzil Adams
Rita Brotherton
East Side Elementary School
936 East National
Brazil, IN 47834
(812) 448-8755

Delivery Method

- Guidance Curriculum
- ■ Responsive Services
- Individual Planning
- System Support

Positive Environments Reaching Kids

Program Application

Funding Source:	At-Risk Funding
Number of Students Served:	200-250
Grade Level:	1

Student Selection Criteria

One or more of the following:

1) Significant and repeated behavior problems
2) Significant and underachievement in academics
3) Family crisis/dysfunction
4) Poor attendance patterns
5) Social immaturity

Program Objectives

1. Provide an environment where at-risk students can have/need specific opportunities for affective and cognitive development.
2. Increase student motivation to learn.
3. Develop in each student a positive attitude toward school.
4. Involve parents in the academic planning and problem-solving process.
5. Establish a broad base of involvement among school personnel in dealing with the problems of "at-risk" students.

Contact Person

Pamela King
MSD of Lawrence Township
7601 East 56th Street
Indianapolis, IN 46226
(317) 546-4921

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

Developmental Objectives

Program Application

Funding Source: Vigo County School Corporation
Number of Students Served: 980 +
Grade Level: K-6

Student Selection Criteria

For at-risk students
1.) attendance
2.) behavior
3.) academics

Program Objectives

1. To foster the growth of children toward optimum development, physically, socially, educationally, psychologically, and behaviorally.
2. To provide effective experiences, including classroom, for children that will enhance development of a positive attitude toward self and others.
3. To help children with their goal-seeking, choice-making, and life-planning decisions by encouraging self direction and citizenship development.
4. To work as a helping part of the team with staff personnel.
5. To implement a program that provides for the developmental needs of all students through both prevention and remediation.
6. To serve as a referral agent so that the most effective use can be made of psychological, health, social, and other resources.
7. To support and work with the various agencies within the community related to child development.
8. To facilitate communication and cooperation at all levels within the school system.
9. To develop a positive attitude toward the role of work and affect the role career choice plays in human development.
10. To work cooperatively with the principals and others in the corporation for organization, implementation, and evaluation of a counseling program that is continuous throughout the school system.
11. To have positive impact upon community awareness of the function of counseling services in the public school.

Contact Person

Peggy Huxford
Blanche E. Fuqua Elementary School
1111 Wheeler Street
Terre Haute, IN 47802
(812) 238-4304

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

At-Risk Student Counseling Program—Evaluation

Program Application

Funding Source:	At-risk funds and general funds
Number of Students Served:	50
Grade Level:	K-6

Student Selection Criteria

Academic	Lack of adult support structured assistance
Attendance/Tardies	Health
Discipline	Social/Emotional

Program Objectives

See following pages for program objectives and pre- and post-evaluation forms.

Contact Person

Dr. Cathy Palmer
Muncie Community Schools
2501 North Oakwood Avenue
Muncie, IN 47304
(317) 747-5211

Delivery Method

- Guidance Curriculum
- Responsive Services

  Individual Planning
- System Support

At-Risk—Compilation Sheet—Elementary

Student's Name _____ Grade _____

School _____ School year _____

Areas At-Risk (check)

_____ 1. Academic

_____ 2. Attendance/Tardies

_____ 3. Discipline

_____ 4. Lack of adult support structured assistance

_____ 5. Health

_____ 6. Social/emotional

Counselor_____Teacher _____

1. Total number of times
   seen _____
   individual _____
   group _____
2. Self-worth/concept
   Pre_____ Post_____
3. Peer Relations
   Pre_____ Post_____
4. Teacher Relations
   Pre_____ Post_____
5. Number of Parent/Guardian contacts_____
6. Number Child Protection contacts_____
7. Parenting classes
   Percentage of session attended
   Pre_____
   | | | | | |
   |_|_|_|_|_|
   5 4 3 2 1
   Post_____
   | | | | | |
   |_|_|_|_|_|
   5 4 3 2 1
8. Referrals to community agencies—Yes_____ No_____
   YSB_____ CMHS_____
   MD_____ Probation_____
   Outside Co'g_____
   Other_____

1. Grades
   (4=A, 3=B, 2=C, 1=D, 0=F)
   (BL=Below Level, L=On Level
   A=Above Level) circle one:
   Math: BL L A
   1st Sem._____ 2nd Sem._____
   Reading: BL L A
   1st Sem._____ 2nd Sem._____
2. Absences, number of
   1st Sem._____ 2nd Sem._____
3. Tardies, number of
   1st Sem._____ 2nd Sem._____
4. Interventions needed for discipline (circle one)
   A=Almost Always, O=Often,
   OCC=Occasionally, R=Rarely, N=Never
   A O OCC R N
   1st Sem._____ 2nd Sem._____
5. Evidence of parental support
   A O OCC R N
   1st Sem._____ 2nd Sem._____
6. Estimate number of parent/teacher contacts
   A O OCC R N
   1st Sem._____ 2nd Sem._____

Post-Rating Grades K—3

Name _____ Date _____

School _____

Put an X on the face which tells about you.

I like myself and the things I do, this much.

Whole Bunch | A Lot | Sometimes | Not Often | Never

I get along with other kids, this much.

Whole Bunch | A Lot | Sometimes | Not Often | Never

I get along with my teachers, this much.

Whole Bunch | A Lot | Sometimes | Not Often | Never

How Do You Feel Today?

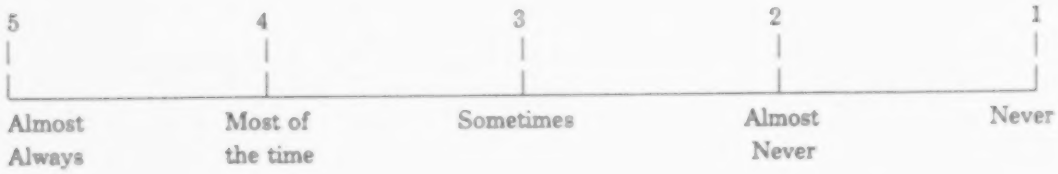
Pre-Rating Grades 4—6

Name _____ Date _____

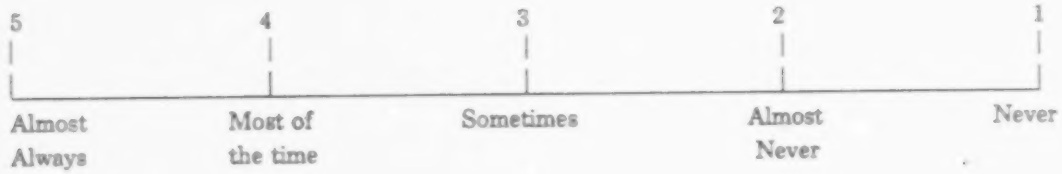
School _____

Circle the number which tells about you.

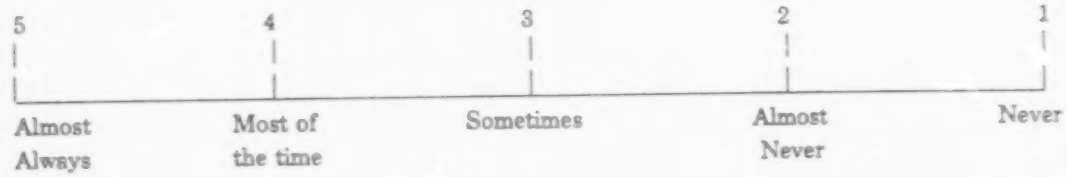
I feel proud of myself and the things I do.



I get along with other kids.



I get along with my teachers.



Major Activities to Implement Objectives

Objective(s)	Activities	Plan	Who Implements	Amount of Time Student/Staff
1. (1,2,3,6) For identified students: 1. Improve grades by 10%. 2. Improve attendance, tardies by 30%. 3. Improve discipline as indicated by 30% decrease in referrals. 6. Improve social development by 20%.	1. Classroom guidance (based on Program components for a comprehensive Guidance Program - Direct Services - see following EXHIBIT A)	1a. Comprehensive Georgia Guidance Program EXHIBIT A 1b. DUSO I-R AGS personal and social growth 1c. DUSO 2-R Grades: 3-4 AGS personal and social growth 1d. Toward Affective Development AGS - TAD Grades: 3-6 self and social development 1e. eg Transition AGS - Grades 6-9, understanding self and others in transition from childhood to adolescence	1a,b,c,d,e. Elementary Guidance Counselor/ Elementary teacher in room to later reinforce classroom guidance activity.	a,b,c,d,e. Approximately 50 percent of day will be spent in classroom
	1-2. Individual Counseling Sessions	2. Students will be referred for individual counseling to meet the objectives (1,2,3,6)	2. Elementary Guidance Counselor. Student may be referred to community agencies.	2. Approximately 12.5 percent of school day
	1-3. Small group counseling session.	3. Students will be referred by teacher for small group counseling sessions to deal with objectives (1,2,3,6)	3. Elementary Guidance Counselor. Students may be referred to community agencies.	3. Approximately 12.5 percent of school day

Major Activities to Implement Objectives

Objective(s)	Activities	Plan	Who Implements	Amount of Time Student/Staff
4. Improve parent support and involvement above 50% in parenting classes.	4-1. Parenting Classes: "Living With 10 to 15 Year-Olds." Elementary Counselors will use other prevention class formats.	1. Trained counselors will teach parenting classes.	1. Elementary Guidance Counselor.	1. Parents were given ten sessions of approximately 1 1/2 hours per session, or 15 hours of training.
	4-2. Meeting with Child Welfare.	2. Counselors meet with Child Welfare Director to understand Child Abuse Laws.	2. Director of Guidance arranged for Director of Child Welfare to make presentation.	2. Staff time involved was 2 1/2 hour session for elementary guidance counselor.
	4-3. Parent meetings and consultation.	3. Parents meet with counselor to discuss concerns and consult.	3. Counselor Parent cooperate.	3. Staff/ parent time is approximately equal to 2 hours per week.
5. Improvement in student health by 20%.	5-1. Educational Planning Committee Meetings.	1. School specialist consult with teachers regarding student concerns/ school nurse is a member.	1. Counselor/ Nurse cooperate to make appropriate referrals.	1. Approximately 25 percent of children seen by school nurse have emotionally based involved health problems. Counselor helps assess emotional component of health problems.

Evaluation Plan—Major Activities

Objective	Evaluation Plan
1. (1,2,3,6)	1. Grades before placement in the AT-RISK Program will be compared with grades at the end of the grading period; a 10 percent improvement is predicted.
	2. The number of days absent and tardy before placement in the AT-RISK Program will be compared with the number of days absent and tardy at the end of the grading period; a 30 percent decrease is predicted.
	3. The number of referrals for discipline before placement in the AT-RISK Program will be compared with the number of referrals for discipline while enrolled in the program; a 30 percent decrease in number of referrals for discipline is predicted.
	6. Self-ratings done when students are enrolled in the AT-RISK Program will be compared with self-ratings done at the end of the grading period. Improvement will be noted on a Likert-type scale; 20 percent improvement is predicted in the areas of self-worth; peer relations, and teacher relations. Teacher rating before and after enrollment in the AT-RISK Program will be done on a Likert-type scale; 20 percent improvement is also predicted.
2. (4-1, 4-2)	4-1. Parental support of AT-RISK students will be improved after enrollment in parenting classes; this will be indicated on a rating form parents fill out at the end of the parenting sessions to rate its effectiveness.
	4-2. Greater numbers of referrals will be made to appropriate community agencies; the number of referrals will be tallied.
3. (4-3)	4-3. Parents will rate the help given to them on a Likert-type scale; it will rate above average.
4. (5-1)	5-1. The nurse will rate the improvement in student health after enrollment in the AT-RISK Program. A Likert-type scale will be completed before enrollment and after enrollment in the program; a 20 percent improvement will be seen.

Educational Management Team

Program Application

Funding Source: At-Risk Funds
Number of Students Served: Teacher Training
Grade Level: K-6

Program Objectives

Teachers will learn how to work together as a team to solve children's problems. Teachers will act as ambassadors to explain notion of Educational Management Team to other teachers in the school. Children will benefit from the efforts of a team of teachers working together, such as more suggestions and so on.

(State department officials provided in-depth training to teachers and administrators. Ms. Phyllis Lewis, Health Services Consultant, Indiana Department of Education, headed the training. Phyllis Lewis can be reached at (317) 232-9111.)

Contact Person

Kenneth Crabb, Principal
Rita Brotherton, Counselor
East Side Elementary School
936 East National
Brazil, IN 47834
(812) 448-8755

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

Getting an Elementary School Counseling Program Started

Program Application

Funding Source: School funds
Number of Students Served: 100-300
Grade Level: K-6

Program Objectives

Starting a new Elementary Counseling Program. See following pages.

Contact Person

Marsha J. Heslin
Washington Elementary School
1100 Elizabeth Street
Lafayette, IN 47904
(317) 742-5605 or
(317) 743-3273

Delivery Method

Guidance Curriculum

Responsive Services

Individual Planning

■ System Support

Getting an Elementary School Counseling Program Started

Getting a new counseling program started right is crucial for its success. It would be a mistake to be casual about getting established before the school year begins. This paper will focus on considerations and preparations during this developmental stage of a new program.

The training and orientation that a counselor is likely to have fosters a relaxed, accepting style that fits the phrase, "Go with the flow." The purpose of this paper is to encourage new counselors to put aside that orientation during the first few months of their first year. Being more directive, organized, and attentive to details will pay off throughout the ensuing year for yourself and for the way you are viewed by your principal, the teachers, and the other staff.

If you are lucky enough to work in a school district that has a supervisor of counseling, then many of the points in this paper will probably be covered by your supervisor in a meeting before school starts. However, because of financial considerations, most districts do not have a supervisor of counseling, so this paper can fill in some of the gaps generated by the absence of such a supervisor.

Reconnoitering. Before the school bell rings and you are in business, it would be smart to learn about the city, neighborhood, and school where you are assigned. It is sensible to do so, because it will (a) reduce your anxiety, (b) allow you to demonstrate to your principal that you have the intelligence and motivation to investigate the school's "community," and (c) help you to tailor your counseling program to your school's needs.

It will reduce your anxiety by reducing the proportion of unknowns. Secondly, learning about the community and school before you have your initial meeting with your principal tells him or her that you will be the kind of staff member who is likely to be able to add to the pool of knowledge in the months ahead. You also want to avoid appearing to be so unmotivated that you would not even learn about the environment where you will work. Avoiding such an impression is more important for a counselor than for a teacher because of the less structured nature of the counselor's role. A good counselor must know the community.

Finally, get to know your school and community because the emphasis you include in your counseling program should reflect the needs of the students. Becoming familiar

with the particular kinds of problems the students at your school have will feed into your counseling and presentations in the classrooms.

How, then, do you find this initial information? Starting with the neighborhood and surrounding community (specifically, the resources that support the school), you could make a check-off list that includes at least the following areas (you will want to add others as you learn about the neighborhood):

1. Proportion of students who go on to college
2. Socioeconomic status
3. Friendliness
4. Safety/crime
5. Proportion of single parent/divorce homes
6. Drug/alcohol problems
7. Age of buildings
8. Age of people
9. Neighborhood issues
10. Political environment
11. Reputation of school (test scores, free lunches, truancy, at-risk children)
12. Organized activities (scouts, 4-H, Little League)

Some of this kind of information can be obtained by driving around the neighborhood during the day and at dusk, and by talking to people in the following places:

1. Local real estate offices
2. Local teacher's organization
3. Local pharmacy (pharmacist)
4. Policeman in the neighborhood
5. Community centers and churches for your neighborhood
6. Your predecessor
7. Some of the teachers and custodians
8. Other counselors in the district

Give yourself enough time to explore the emotional climate of the neighborhood. A variety of contacts insures that you will get the breadth of opinion about the children and families in the neighborhood; for example, the policeman on the beat may see things differently than your local teacher organization representative.

Help from other counselors. Visit schools, obtain materials, and talk to counselors and professors. You do not have to travel a thousand miles to get support from colleagues. In addition to your principal, who I will discuss later, some of your best resources are your fellow counselors in your school corporation. The odds are excellent that they will be very willing to meet with you for lunch, encourage you, and share ideas about the local school corporation and its political layout, and specifics about such things as how to organize your program, pitfalls to avoid, and how to obtain materials. In a sense, they will become your counselors for the year.

You are going to need one. If you have been a teacher, you have usually had a group in your building for support and companionship. As a counselor you will be the only one. That can be lonely. Since your subject matter does not lend itself for sharing with teachers, having another counselor to talk to can relieve pressure and reassure you.

Lean on the old timers for direction. Do not be afraid to admit that you do not know what to do. Get their insights about some new idea you want to try out. Doing so may save you a lot of embarrassment and wasted effort. Being a counselor does not give you clear indices of success, so sharing programs and fears with another counselor helps to gauge progress.

The counselors in my district met once a month to share experiences, assess our programs, get some consistency across programs, and have guest speakers from community support groups. Our hope was to learn from, and improve our cooperation with each other.

Most importantly, get information from your predecessor. I was fortunate to have two predecessors who were willing to share specific information about the school, ideas for classroom presentations, and materials. They were both frequent resources for me, always willing and encouraging.

Meeting with the principal. Now that you have gained some notion of the school and neighborhood, you are ready to request a meeting with your principal (around two weeks before school). This person is a wealth of information. Your investigations about the neighborhood/school allow you to ask more intelligent questions than you would have otherwise asked (write them down beforehand). The thrust of the meeting is on what the principal hopes to see merge during the next years from your efforts. View the meeting as an excellent opportunity to learn. I was at two schools during my first year, and, therefore met with two principals. Their philosophies were similar enough that I was able to apply about the same counseling program to both schools. I listened hard to how they saw the counselor as a contributing person on the faculty. They were also interested in hearing from me how I envisioned the counseling program for their school.

When I left, I had a good sense of the kind of counselor I could effectively be in that school. We had discussed some of the delicate issues concerning confidentiality, dealing with community support services, and contact with children, staff, and parents. The position that they held was that I needed to feel comfortable invoking confidentiality at times. It is important that the counselor convey to the principal the clear message that he or she will behave responsibly with this trust. There is nothing that a principal hates more than having a counselor doing something under the wraps of confidentiality that causes problems in the community or school district. Emphasize that you have a general orientation toward sharing as much with him/her as you can ethically do.

I found that when I shared some information in a general way, I was able to help the child better because they were able to share with me background information on the child of his or her home situation. This not only benefited the child and me, but it improved my whole counseling program by drawing the principal into ownership of the program. These people are bright, informed, and caring. A counseling program that does not have close cooperation with the principal is going to be severely weakened.

Establishing an image. Have your office set up at least one week before school starts. There are a number of ways this can be done:

1. Bring in some home furniture, e.g. a rocking chair, end table, and table lamp to reduce the institutional look of the room. This allows you to be able to sit in a comfortable conversational arrangement without the desk between you.
2. Hang some framed pictures, get a rug, and decorate with some inviting and appropriate materials (I used "Care Bears" as my theme).
3. Put something on your door that will welcome the children.
4. I took a basket in the shape of a small mail box and decorated it with flowers and permanently hung it next to my door for the children to use to send me messages.
5. I set a small table under the mail basket with paper and pencils (and forms for requesting an appointment).
6. I decorated my door with a big welcoming smile and my name and schedule of days in the building (since I was in two schools). I changed the door format during the year as the season allowed.

In summary, make the entrance to your office, and the room itself, attractive and inviting.

Materials You Need - A starter's kit

1. A few hand puppets
2. Several stuffed animals
3. Set of family figures
4. Doll house
5. Crayons, scissors, paper
6. Checkers
7. Upper grade Game: "Operation" and "Ungame."
8. Few bean bags
9. Books to loan on divorce, new baby, death, etc.
10. Kits

One purchased kit is helpful. I could borrow the DUSO Kits from my media center. These kits are excellent for a beginning counselor who needs good ready-made classroom lesson material.

There are a number of kits that deal with drug and alcohol abuse. An excellent one is "Here's Looking At You 2000." There are also kits that deal with self-esteem. I recommend that you write the American Guidance Association and join you local and state guidance organizations. Such action will get you on the mailing list for a large number of catalogues that describe materials. Consult your colleague counselors about materials. Resist the temptation to run out and buy a lot of materials before you have had an opportunity to know your children and have been working in your program. Your source of money is usually your principal, parent organization, and yourself.

At-Risk Student Counseling Program—Evaluation

Program Application

Funding Source:	At-risk funds and general funds
Number of Students Served:	50 students
Grade Level:	K-6

Student Selection Criteria

Academic	Lack of adult support structured assistance
Attendance/Tardies	Health
Discipline	Social/Emotional

Program Objectives

See following pages for program objectives and pre- and post-evaluation forms.

Contact Person

Dr. Cathy Palmer
Muncie Community Schools
2501 North Oakwood Avenue
Muncie, IN 47304
(317) 747-5211

Delivery Method

- Guidance Curriculum
- Responsive Services

  Individual Planning
- System Support

At-Risk—Compilation Sheet—Elementary

Student's Name _____ Grade _____

School _____ School year _____

Areas At-Risk (check)

_____ 1. Academic

_____ 2. Attendance/Tardies

_____ 3. Discipline

_____ 4. Lack of adult support structured assistance

_____ 5. Health

_____ 6. Social/emotional

Counselor_____Teacher _____

1. Total number of times
   seen _____
   individual _____
   group _____
2. Self-worth/concept
   Pre_____ Post_____
3. Peer Relations
   Pre_____ Post_____
4. Teacher Relations
   Pre_____ Post_____
5. Number of Parent/Guardian contacts_____
6. Number Child Protection contacts_____
7. Parenting classes
   Percentage of session attended
   Pre_____
   | | | | | |
   |_|_|_|_|_|
   5 4 3 2 1
   Post_____
   | | | | | |
   |_|_|_|_|_|
   5 4 3 2 1
8. Referrals to community agencies—Yes_____ No_____
   YSB_____ CMHS_____
   MD_____ Probation_____
   Outside Co'g_____
   Other_____

1. Grades
   (4=A, 3=B, 2=C, 1=D, 0=F)
   (BL=Below Level, L=On Level
   A=Above Level) circle one:
   Math: BL L A
   1st Sem._____ 2nd Sem._____
   Reading: BL L A
   1st Sem._____ 2nd Sem._____
2. Absences, number of
   1st Sem._____ 2nd Sem._____
3. Tardies, number of
   1st Sem._____ 2nd Sem._____
4. Interventions needed for discipline (circle one)
   A=Almost Always, O=Often,
   OCC=Occasionally, R=Rarely, N=Never
   A O OCC R N
   1st Sem._____ 2nd Sem._____
5. Evidence of parental support
   A O OCC R N
   1st Sem._____ 2nd Sem._____
6. Estimate number of parent/teacher contacts
   A O OCC R N
   1st Sem._____ 2nd Sem._____

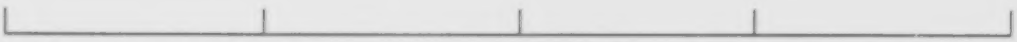
Post-Rating Grades K—3

Name _____ Date _____

School _____

Put an X on the face which tells about you.

I like myself and the things I do, this much.



Whole Bunch | A Lot | Sometimes | Not Often | Never

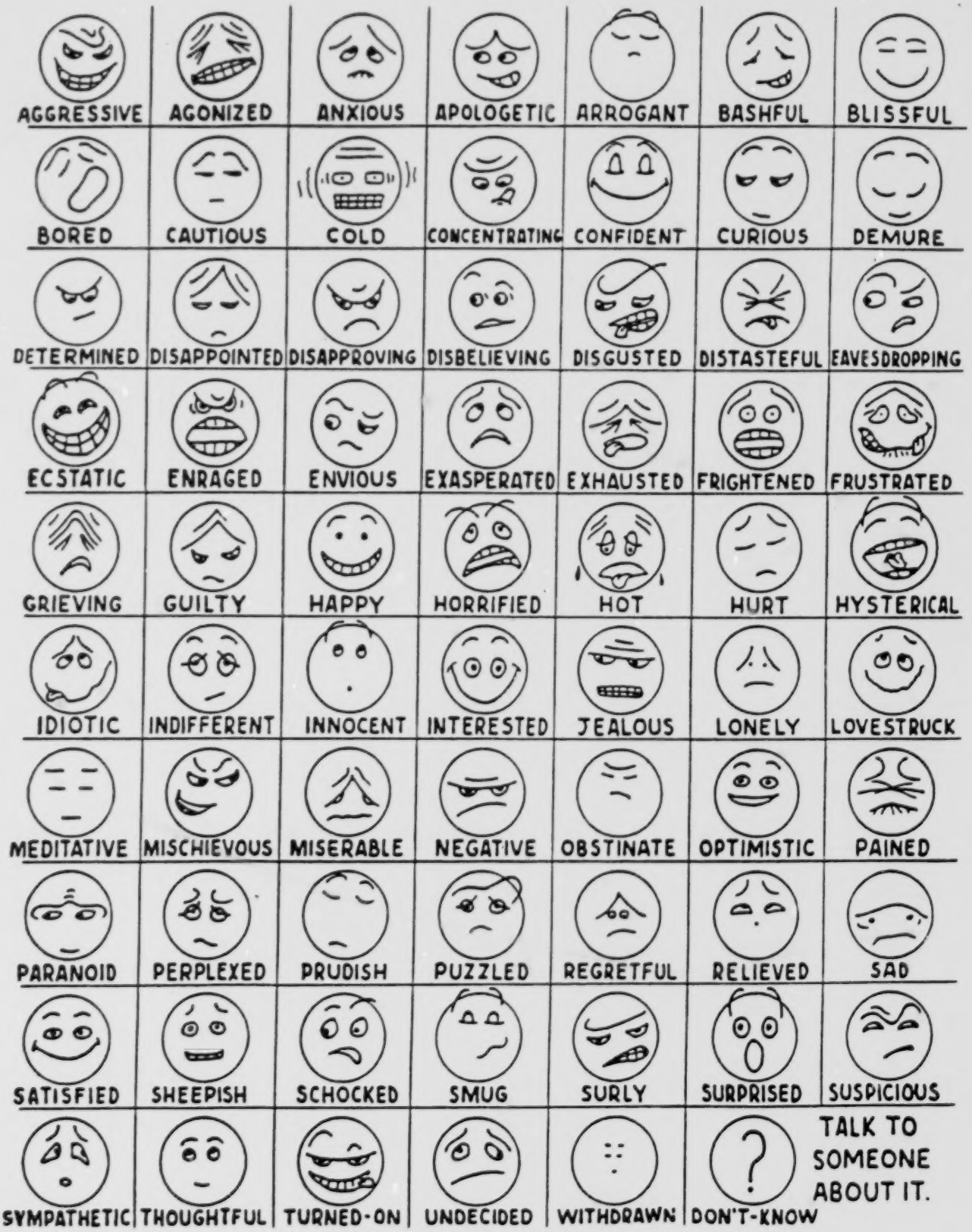
I get along with other kids, this much.

Whole Bunch | A Lot | Sometimes | Not Often | Never

I get along with my teachers, this much.

Whole Bunch | A Lot | Sometimes | Not Often | Never

How Do You Feel Today?



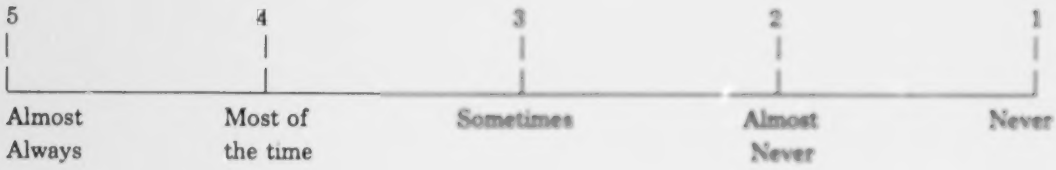
Pre-Rating Grades 4—6

Name _____ Date _____

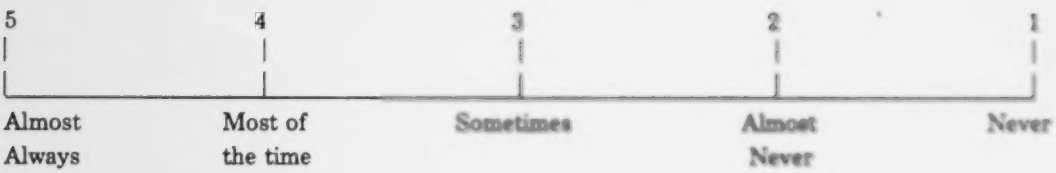
School _____

Circle the number which tells about you.

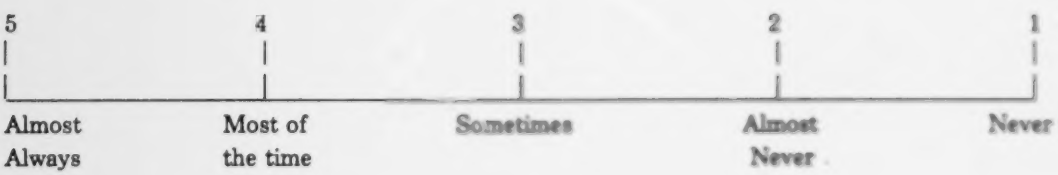
I feel proud of myself and the things I do.



I get along with other kids.



I get along with my teachers.



Major Activities to Implement Objectives

Objective(s)	Activities	Plan	Who Implements	Amount of Time Student/Staff
1. (1,2,3,6) For identified students: 1. Improve grades by 10%. 2. Improve attendance, tardies by 30%. 3. Improve discipline as indicated by 30% decrease in referrals. 6. Improve social development by 20%.	1. Classroom guidance (based on Program components for a comprehensive Guidance Program - Direct Services - see following EXHIBIT A)	1a. Comprehensive Georgia Guidance Program EXHIBIT A 1b. DUSO I-R AGS personal and social growth 1c. DUSO 2-R Grades: 3-4 AGS personal and social growth 1d. Toward Affective Development AGS - TAD Grades: 3-6 self and social development 1e. e.g., Transition AGS - Grades 6-9, understanding self and others in transition from childhood to adolescence	1a,b,c,d,e. Elementary Guidance Counselor/ Elementary teacher in room to later reinforce classroom guidance activity.	a,b,c,d,e. Approximately 50 percent of day will be spent in classroom
	1-2. Individual Counseling Sessions	2. Students will be referred for individual counseling to meet the objectives (1,2,3,6)	2. Elementary Guidance Counselor. Student may be referred to community agencies.	2. Approximately 12.5 percent of school day
	1-3. Small group counseling session.	3. Students will be referred by teacher for small group counseling sessions to deal with objectives (1,2,3,6)	3. Elementary Guidance Counselor. Students may be referred to community agencies.	3. Approximately 12.5 percent of school day

Major Activities to Implement Objectives

Objective(s)	Activities	Plan	Who Implements	Amount of Time Student/Staff
4. Improve parent support and involvement above 50% in parenting classes.	4-1. Parenting Classes: "Living With 10 to 15 Year-Olds." Elementary Counselors will use other prevention class formats.	1. Trained counselors will teach parenting classes.	1. Elementary Guidance Counselor.	1. Parents were given ten sessions of approximately 1 1/2 hours per session, or 15 hours of training.
	4-2. Meeting with Child Welfare.	2. Counselors meet with Child Welfare Director to understand Child Abuse Laws.	2. Director of Guidance arranged for Director of Child Welfare to make presentation.	2. Staff time involved was 2 1/2 hour session for elementary guidance counselor.
	4-3. Parent meetings and consultation.	3. Parents meet with counselor to discuss concerns and consult.	3. Counselor Parent cooperate.	3. Staff/ parent time is approximately equal to 2 hours per week.
5. Improvement in student health by 20%.	5-1. Educational Planning Committee Meetings.	1. School specialist consults with teachers regarding student concerns/ school nurse is a member.	1. Counselor/ Nurse cooperate to make appropriate referrals.	1. Approximately 25 percent of children seen by school nurse have emotionally based involved health problems. Counselor helps assess emotional component of health problems.

Evaluation Plan—Major Activities

Objective	Evaluation Plan
1. (1,2,3,6)	1. Grades before placement in the AT-RISK Program will be compared with grades at the end of the grading period; a 10 percent improvement is predicted.
	2. The number of days absent and tardy before placement in the AT-RISK Program will be compared with the number of days absent and tardy at the end of the grading period; a 30 percent decrease is predicted.
	3. The number of referrals for discipline before placement in the AT-RISK Program will be compared with the number of referrals for discipline while enrolled in the program; a 30 percent decrease in number of referrals for discipline is predicted.
	6. Self-ratings done when students are enrolled in the AT-RISK Program will be compared with self-ratings done at the end of the grading period. Improvement will be noted on a Likert-type scale; 20 percent improvement is predicted in the areas of self-worth; peer relations, and teacher relations. Teacher rating before and after enrollment in the AT-RISK Program will be done on a Likert-type scale; 20 percent improvement is also predicted.
2. (4-1, 4-2)	4-1. Parental support of AT-RISK students will be improved after enrollment in parenting classes; this will be indicated on a rating form parents fill out at the end of the parenting sessions to rate its effectiveness.
	4-2. Greater numbers of referrals will be made to appropriate community agencies; the number of referrals will be tallied.
3. (4-3)	4-3. Parents will rate the help given to them on a Likert-type scale; it will rate above average.
4. (5-1)	5-1. The nurse will rate the improvement in student health after enrollment in the AT-RISK Program. A Likert-type scale will be completed before enrollment and after enrollment in the program; a 20 percent improvement will be seen.

Halloween Safety Program

Program Application

Number of Students Served: 2,000
Grade Level: K-5

Program Objectives

1. Go over safety rules for children regarding trick-or-treating.
2. Present ideas regarding other treats which could be more appropriate and safe for children.
3. Inform children of community activities related to Halloween.
4. Actually model safe costume ideas with *Honey Bear—children remember his costume from year to year.
5. Children can become acquainted with me, Mrs. Honey Bear, which helps when I talk with them for individual counseling—Honey Bear is with us in those sessions.

*Honey Bear is a hand-made five foot stuffed bear who is introduced to the children at the beginning of the school year and cofacilitates with the counselor.

Contact Person

Barbara Reed, Home/School Relations
Logansport Community School Corporation
2829 George Street
Logansport, IN 46947
(219) 722-2911

Delivery Method

- Guidance Curriculum
- Responsive Services

  Individual Planning

  System Support

Death Education

Program Application

Funding Source:	School budget
Number of Students Served:	All grades
Grade Level:	1-6

Program Objectives

See following pages.

Contact Person

Sandy Shoemaker
Woodlawn Elementary
300 East Beach Drive
Monticello, IN 47960
(219) 583-7005

Delivery Method

- Guidance Curriculum

  Responsive Services

  Individual Planning

  System Support

Death Education—Grades 1—6

OBJECTIVES

To be able to understand death as part of the life cycle.
To understand historical aspects of death.
To introduce factual information about death.
To help students express concerns and feelings about death in a secure environment.

Sessions are 30-40 minutes and meet one time per week. Teachers are in the classroom with the counselor. The following lessons are adjusted to meet the needs of the various classrooms.

GRADES 1-3

1. Draw a picture of what the student thinks of when hearing the word death. On the back, complete the sentence "When I think of death I feel _____ because _____." This will require help.
2. Read and discuss *Lifetimes* and *About Dying*.
3. Take the time to answer any questions.
4. Read and discuss *The Tenth Good Thing About Barney*.
5. Show video *The Tenth Good Thing About Barney*.
6. Repeat Lesson 1. You can use these two drawings and sentences to see if there has been any change in attitudes and understanding.

GRADES 4-6

1. Draw a picture of what the student thinks of when hearing the word death. On the back, complete the sentence "When I think of death I feel _____ because _____."
2. Short lecture on historical background. Take time for each student to write any questions they may have on paper. This works better if the paper is unsigned. Read the book *Lifetimes*.
3. Answer questions from the week before. Use the format where the class is involved with them answering or giving opinions on most of the questions.
4. Talk about grief, feelings, funerals, what to say to a classmate, etc. Explain they will be seeing a film next week and will be asked to identify the different stages of grief.
5. Show and discuss *Very Good Friends*. You will need extra time for this lesson.
6. Class read and discuss "When Judy Died."
7. Repeat Lesson 1. You can use these two drawings and sentences to see if there has been any change in attitudes and understanding.

Death and Dying Bibliography

Anderson, Leone Castele, *It's OK to Cry*

Buscalgia, Leo, *The Fall of Freddie the Leaf*

Carrick, Carol, *The Accident*

Clardy, Andrea Fleck, *Dusty Was My Friend*

DePaola, Thomas, *Nana Upstairs, Nana Downstairs*

Fassler, Joan, *My Grandpa Died Today*

Hazen, Barbara Shook, *Why Did Grandpa Die?*

Jukes, Mavis, *Blackberries in the Dark*

Lusar, Ruth, "When Judy Died," *Stories For Free Children*

Marsoli, Lisa Ann, *Things To Know About Death and Dying*

Millonie, Bryan and Ingpen, Robert, *Lifetimes*

Paterson, Katherine, *Bridge To Terabithia*

Ross, Elizabeth Kubler, *Remember The Secret*

Smith, Doris Buchanan, *A Taste of Blackberries*

Stein, Sara Bonnett, *About Dying*

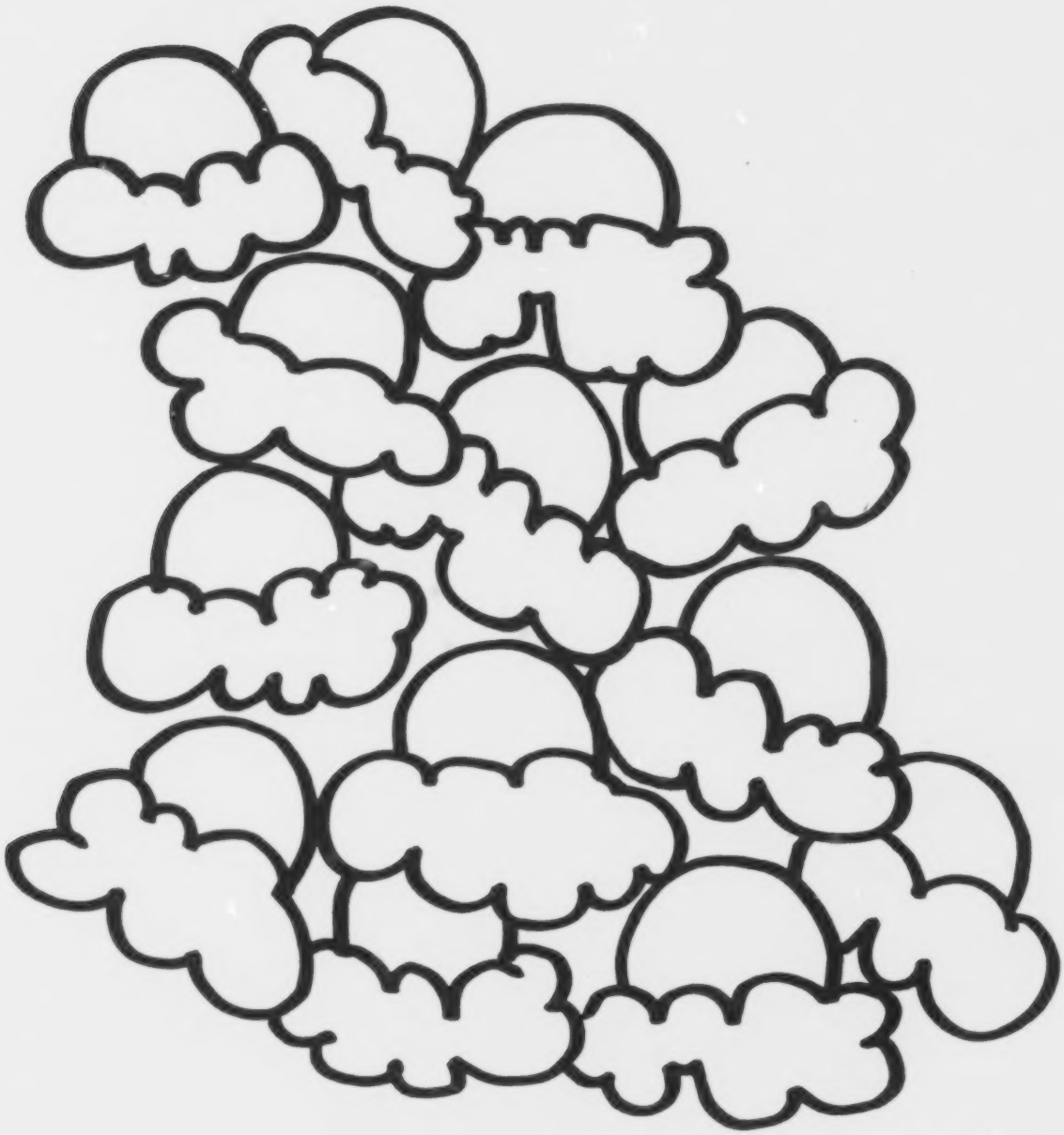
Viorst, Judith, *The Tenth Good Thing About Barney*

White, E.B., *Charlotte's Web*

Wilt, Joy, *Tuff Stuff*

Video: *The Tenth Good Thing About Barney*, 13 minutes

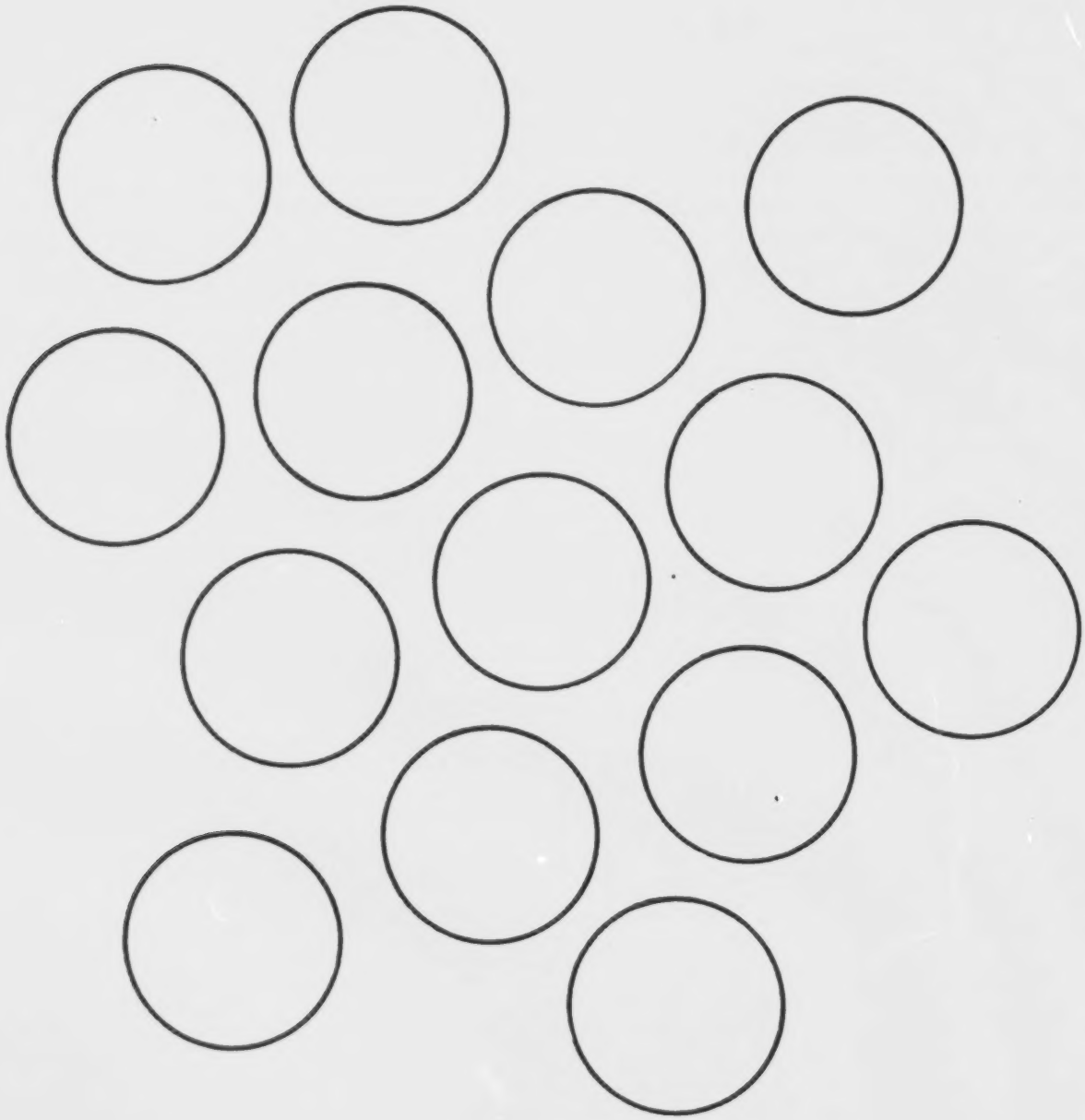
Film: *Very Good Friends*, 29 minutes



Directions:

1. On each piece of popcorn write the name of a feeling.
2. Now, think how you feel about death. Which of the popcorn pieces name how you might feel?
3. Using your favorite crayon, color ONLY the popcorn pieces that tell how you might feel if someone you loved died.

Save Your Memories



In each circle, write "HAPPY" thoughts that will help you remember your friend.

Activities

Grades 6—8

Chastity is Not an Old-Fashioned Word

Activity Application

Grade Level:	Eighth
Time:	Class period; two-day presentations
Group Size:	Classroom; 250 total
Space Required:	Classroom
Materials Needed:	Video tape: "Love Waits," models of 11- to 12-week-old fetus; comic strip: "Life's Lessons Are Not Always Learned in the Classroom"

Activity Summary

Abstinence education as required by Indiana State law. Teens need to be aware of the social/emotional, moral, and health reasons for NOT becoming sexually involved. Teens also need to be knowledgeable about the problems of teen pregnancy. Teens need to realize the seriousness of bringing a life into existence and to learn about the development of the human fetus. NOTE: The Indiana Department of Education encourages those interested in this sensitive activity to contact Dr. Leah Ingraham, Consultant for AIDS/HIV Education with the Indiana Department of Education, (317) 232-6975, and Diane Shewmaker, who will offer direct program assistance, resources, and workshops.

Administration of Activity

Each year in eighth grade Health classes, I discuss reasons why some teenagers choose abstinence: 1) moral reasons 2) social/emotional reasons 3) health reasons (sexually transmitted diseases, AIDS, etc.). Nothing is 100 percent foolproof in preventing pregnancy except abstinence. Difficult decisions that a pregnant teen must make are discussed, and the fact that there is no perfect option of three options available: keeping the baby, adoption, or abortion. There are disadvantages for teens with each option. Boys' (fathers') rights and responsibilities in a pregnancy are discussed with the message that, if they have the involvement in the decision-making process of what is to happen to their baby, then they should also be ready to assume responsibilities in caring for this child. The message of this presentation is: Don't risk bringing a life into existence if you are not ready to make the traumatic decisions that must be made about what to do about this new life. The comic: "Life's Lessons Are Not Always Learned in the Classroom" (Funky Winkerbean) is read aloud—students volunteering to take roles of the pregnant teens and others—discussion follows. Models of an 11- to 12-week-old fetus are distributed for students to each see and hold—to see that this is indeed life—not something to take lightly. A video: "Love Waits" is shown, and students seem to relate well to this video. Development of a fetus is discussed. This year, I am also taking this program into the community, a youth program in a church building. Consider activity appropriateness for seventh grade students.

Contact Person

Dianne Shewmaker, Counselor
Owen Valley Middle School
R.R. 4, Box 12
Spencer, IN 47460
(812) 829-2249

Delivery Method

- Guidance Curriculum
- ■ Responsive Services
- ■ Individual Planning
- System Support

Self-Esteem Shield

Activity Application

Grade Level:	Sixth
Time:	45 minutes
Group Size:	Any size
Space Required:	Classroom
Materials Needed:	Paper, markers, colored pencils, crayons

Activity Summary

This is designed to develop self-esteem and learn more about the students.

Administration Of Activity

See handout.

Contact Person

Patti Spurr
North Vermillion Junior-Senior High School
R.R. 1, Box 191
Cayuga, IN 47928
(317) 492-3364

Delivery Method

- Guidance Curriculum

  Responsive Services

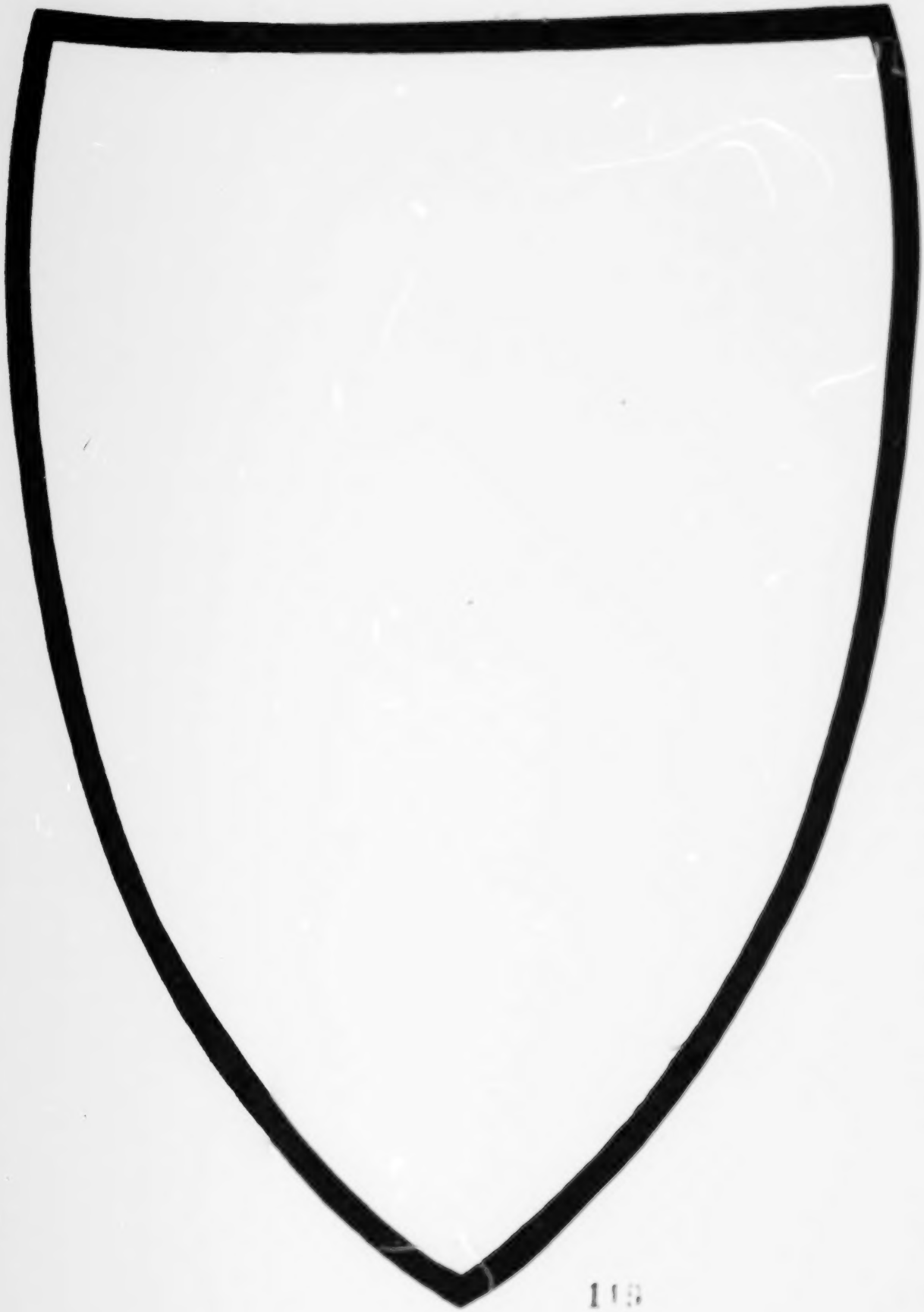
  Individual Planning

  System Support

Since this was my first year as a new counselor in a new district, I wanted to get to know as much as I could about the students. I am dealing with sixth, seventh, and eighth grade pupils but only meeting with the sixth grade once a week for 45 minutes. I wanted a way to include the whole class and help me learn names plus gather information. I took this activity from similar exercises and adapted it to my needs.

First, each student was given a half piece of paper and told we were going to play a game. They were directed to number one to five and write five statements describing themselves. They were given examples, such as physical descriptions, likes or dislikes, hobbies, something they are known for in the school or community, where they live, something they are good at or not so good at, or something they do. They were not to use any names of people; just clues to help us identify the student. They were also told that these statements were going to be read to the entire class, and then, we would guess the author. They were warned not to write something they did not want read orally or that would embarrass them. The papers were collected, mixed up, and each statement was read to see if the class could guess who was being described. I had them put their name on the paper for my own use, because I was looking for connections to remember names. The classes had a good time with this, and it was surprising that some students were immediately identified by the first statement while others took all five. I was pleased with how well they could describe themselves and only found two or three students per class that could not write five statements. This told me a lot about my students in a short time.

The next activity was their personal shield. They were given a paper with a large shield drawn and divided into four parts. They were directed to draw, not write, something to describe or tell about themselves in each of the four sections. They could use the same clues from the previous game or some different ones. They really enjoyed doing this, and some students were very creative. They found it harder to use pictures than words at the beginning. When finished, the shields were laid out, and the children walked around and viewed them. Ideally, they could be displayed in the classroom. From this activity and the statements, I learned about them: how they viewed themselves, how they felt about themselves, something about their written skills and abilities, some about their roles in the classroom group, their interest, their likes and dislikes, how they behaved in class, and about some of their needs.



Sexual Abuse Prevention Program

Activity Application

Grade Level:	Sixth
Time:	Class period
Group Size:	Class
Space Required:	Classroom
Materials Needed:	"Curriculum for Prevention of Child Sexual Abuse," Carol A. Plummer, Bridgework Theatre, Inc., Goshen, IN., Film; "Who Do I Tell?"; Comic: "Superfriends," Indiana Department of Education

Activity Summary

See attached.

Administration Of Activity

School counselor and classroom teacher.

Variations

Also appropriate for grades one to five.

Contact Person

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Owen Valley Middle School
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Delivery Method

- ■ Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Sexual Abuse Program

Sixth Grade Human Growth and Development

I. Touch

A. We all want and need touch.

B. The touch continuum:

Good touch

- kiss (by someone you like)
- hug
- handshake
- pat on back
- backrub

Confusing touch

- (touch that makes us uncomfortable or does not feel good)
- unexpected hug
- unexpected kiss
- tickling
- pat on rump
- wrestling

Bad touch

- hit
- slap
- kick
- being trapped
- bite

C. Being tricked or trapped is confusing.

1. If you get a confusing touch—discuss this with an adult you can trust.

D. **No one** has the right to touch you if you do not want to be touched (exception: parents, Principal/Assistant Principal, teachers have the right to paddle/discipline.)

No one has the right to hit someone else so hard that bruises are left or blood is brought.

II. Some bad or confusing touch is a **crime**.

Definitions:

1. Crime - something that is against the law.

- Types of touch that cause crime: touch that causes physical or sexual hurt.

2. Victim - the person who gets hurt by losing property or getting physically or emotionally hurt.
3. Offender - the person who hurts someone else (the person that does the crime).

   - Offenders can be strangers or someone you know.

4. Sexual assault - when you are forced, tricked, or confused into touching parts of another person or forced, tricked or confused into letting them touch you when you do not want them to. (Demonstrate areas to children—"no one has the right to touch you here, here, here.")
5. Obscene phone call - a sexual assault, a call made to scare or upset the person answering. Caller may breathe loud, talk dirty, or suggest sexual contact.
6. Incest - the person who sexually abuses could be someone you know, even someone you live with and love.

III. Prevention skills

A. Trust your feelings

1. Do not **overly** trust adults and obey them if something does not feel right.
2. Do not stay in a situation when you are nervous or afraid, thinking it is just your imagination.
3. Do not have delusions that nothing could happen to you, that you can take care of yourself in any situation.

B. Be aware of your environment.

1. Not being alert may attract an offender.
2. Notice if other people are around, if someone is following you, etc.
3. **DO NOT HITCH-HIKE!**
4. Do not be alone in a strange place at night.

C. Assert you boundaries.

1. Say "no" if someone asks you to do something you know is wrong or feel uncomfortable about.
   a. When is it hardest to say "no?" (to someone you know).
   b. We all have the right to say "no," even if it hurts the other person's feelings. We need to respect our own feelings.

D. Film: "Who Do I Tell?" (11 minutes)

IV. Important facts to remember

A. Trust your feelings.

B. It is not your fault if someone touches or hurts you, **even if you made unwise decisions that helped to trap you.**

C. Secrets are **not** okay (unless they are about something positive, like a birthday surprise).

D. People can get into difficult situations, but that does not mean they are bad people.

E. If you tell someone about a "bad touch" you have received and they do not believe you, keep telling it until someone does believe.

F. Adults and older kids who do this have a problem and need help. It is important to tell, so they can get help.

Teen Discussion Groups

(Feelings Charades)

Activity Application

Grade Level: Seventh and eighth
Time: 20 minutes
Group Size: Eight students
Space Required: Small room or classroom
Materials Needed: Balloons

Activity Summary

Students break open a balloon which contains a slip of paper with a "feeling" written on it. Without talking, the student acts out the feeling and the other students guess the charade.

Administration of Activity

Counselor or classroom teacher.

Contact Person

Robert Moynihan
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1459 East Columbus STreet
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(317) 342-6675

Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

Individual Planning

System Support

Support Group on Stress Management

Activity Application

Grade Level:	Six to eight
Time:	One hour per week for nine weeks
Group Size:	Six to eight
Space Required:	Classroom
Materials Needed:	Preplanned group agendas. Currently using *Skills for Living: Group Counseling Activities for Young Adolescents*, by Rosemarie Morganett.

Activity Summary

Nine week group focused on identifying individual stressors and learning to manage them appropriately.

Administration of Activity

1. Conduct needs assessment.
2. Develop a proposal.
3. Advertise the group.
4. Interview and select students.
5. Obtain informed consent.
6. Administer pretest.
7. Conduct sessions.
8. Administer pretest.
9. Conduct follow-up and evaluation.

Contact Person

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Logansport, IN 46947
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Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

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Snow-Skiing Trip

Activity Application

Grade Level:	Seven to eight
Time:	One day, 6 a.m. to 8 p.m.
Group Size:	40
Materials Needed:	Funds for students unable to pay. Cost is $40.00. Transportation to and from.

Activity Summary

Swiss Valley, Jones, Michigan

Attempting to increase acceptance and understanding between students of various socioeconomic groups, encourage positive interaction between students and teachers, increase self-esteem and confidence of students.

Administration of Activity

1. Obtain donations for students from low-income families.
2. Write proposal to school board.
3. Devise list of students to go on trip based on referrals.
4. Obtain student and parental consent.
5. Obtain transportation and additional teacher supervisors.
6. Observe interactions between various students and attempt to monitor possible positive changes in attitude and student acceptance of each other.

Contact Person

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Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

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Suicide Prevention Presentation (Loss)

Activity Application

Grade Level:	Eighth
Time:	45 minutes
Group Size:	25-30
Space Required:	Classroom
Materials Needed:	Video: "A Tribute to Tim," VCR and monitor.

Activity Summary

The presentation is done to make students aware of the causes for suicide consideration, information and signs of suicide, and where to get help.

Administration of Activity

1. Counselor arranges with the Suicide Prevention and Education of Louisville, KY, to have a guest speaker to talk to the different eighth grade social studies classes.
2. Video, "A Tribute to Tim," is shown. This particular film is especially good because it depicts how a possible suicide was prevented when help was made available.
3. The counselor follows up on any students who indicate a concern or suicidal tendencies.

Contact Persons

Patricia Stone
Charlestown Middle School
8804 High Jackson Road
Charlestown, IN 47111
(812) 256-6363

Pat Mann
The Suicide Prevention and Education Center, Inc.
Kosair Charities Center
Louisville, KY 40217
(502) 635-5924

Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

  Individual Planning

  System Support

Summer Activities—Self Esteem

Activity Application

Grade Level:	Six to eight
Time:	One-half class period or more
Group Size:	Any size
Space Required:	Desk or table for writing
Materials Needed:	Colored markers

Activity Summary

To get to know themselves better, to get to know others better, and to encourage students to do a variety of activities in the summer.

Administration of Activity

Have students check the activities that they have tried and enjoyed. In a different color marker, have them check the activities they might like to try. Discuss the advantages of trying many different activities.

Variations

Students may want to share personal experiences, suggest locations in your town or city for certain activities, or even demonstrate some hobbies, if there is time.

Contact Person

Betsy Gemmer, Counselor
Portage Middle School
3521 Taylor Street
Fort Wayne, IN 46802
(219) 426-7431

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
- ■ Individual Planning
  System Support

What Summer Activities Make You Feel Good?

_____Walking
_____Shooting baskets
_____Playing table tennis
_____Playing backgammon
_____Playing cards
_____Working in the garden
_____Working on my bicycle
_____Playing in a band
_____Fixing things
_____Sewing
_____Knitting
_____Lying in the sun
_____Playing miniature golf
_____Carpentry
_____Reading a book
_____Sculpture
_____Picnics
_____Bird watching
_____Collecting stamps or coins
_____BMX racing
_____Sharing thoughts with a friend
_____Camping
_____Hanging out with my friends
_____Visiting friends
_____Skipping stones across water

_____Getting letters
_____Talking on the phone
_____Video games
_____Jigsaw puzzles
_____Watching baseball
_____Going to the Fort
_____Reading magazines
_____Listening to the radio
_____Movies
_____Concerts
_____Dancing
_____Amusement parks
_____Carnivals
_____Cooking
_____Museums

Student Survival Skills

Activity Application

Grade Level:	Six
Time:	Four class sessions
Group Size:	Class size (20-28)
Space Required:	Classroom
Materials Needed:	Television, VCR, handouts

Activity Summary

Discusses:

I. How to Study and Note Taking Skills
II. Test Taking Skills

Administration of Activity

Preparation first is required of a handout of eight sheets to give to each student. This contains pertinent questions and clues on how to take all kinds of tests.

The video material is divided into four lesson plans and presented on four different days. The material in the handout discusses the video presentation. After all the materials are covered, I go through each student's paper and make comments and suggestions.

Variations

I have also used this in the past year, for Grades 7 and 8, but I am no longer using it for them.

Contact Person

Lorraine Graut, Counselor
Brownstown Central Middle School
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Delivery Method

- Guidance Curriculum
  Responsive Services
  Individual Planning
- System Support

Tutoring

Activity Application

Grade Level:	Six to eight
Time:	45 minutes
Space Required:	Classroom
Materials Needed:	None

Activity Summary

Honor Society students and eighth grade students recommended by teachers tutor students who are failing classes or who teachers have expressed concern about.

Administration of Activity

I contact high school National Honor Society advisors and schedule the students (I usually have two high school students each evening). We work on Tuesday and Thursday and help students study for tests, complete assignments, etc.

I also have some eighth grade students I plan to use as tutors later in the year when all of the high school students have met their requirements for their service projects.

Contact Person

Beverly Jones
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R.R. 3
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Delivery Method

Guidance Curriculum

- Responsive Services
- Individual Planning
- System Support

Succeeding in School

(Study Habits and At-Risk)

Activity Application

Grade Level:	Five to eight
Time:	45 minutes
Group Size:	10-12 maximum
Space Required:	Classroom or area comfortable for 10-12 students to meet.
Materials Needed:	Personal Power: Succeeding in School, from SIEP Education Company

Activity Summary

Develop appropriate teachers interaction skills with students who consistently fail and/or who have been retained.

Administration of Activity

1. Group is taken from a remediation class. The group members must be willing to work on skills.
2. Group discusses topics presented in the program.
   a. Seeing teachers as they really are.
   b. Reasons for rules in classroom/society.
   c. Setting personal goals.
   d. Interacting with other students.
   e. Values
   f. How to behave in a nonacademic class.
3. Study for one hour after school twice a week.

Variations

This is a tremendous program that can be modified to meet individual needs.

Contact Person

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Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

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Study Game

(Study Habits and Time Management)

Activity Application

Grade Level:	Sixth
Time:	One period over two weeks
Group Size:	Classroom and/or all sixth grade
Space Required:	Classroom or cafeteria
Materials Needed:	Study Game pamphlet

Activity Summary

The Study Game is a booklet of study skills activities taught by the sixth grade teachers at the beginning of the school year. Skills covered are organizational, responsibility, note taking, outlining, listening, study strategy-SQ3R, and test taking.

Administration of Activity

1. Sixth grade teachers teach the various skills with the counselor doing motivational activities and rewards.
2. Activities may be done in individual rooms or in the cafeteria or some of both.
3. The Study Game takes two weeks to do.

Variations

Activities can vary according to the groups needs. How taught in classrooms or cafeteria or some of both, even small groups. Follow-up of the skills are made by the teachers.

Contact Person

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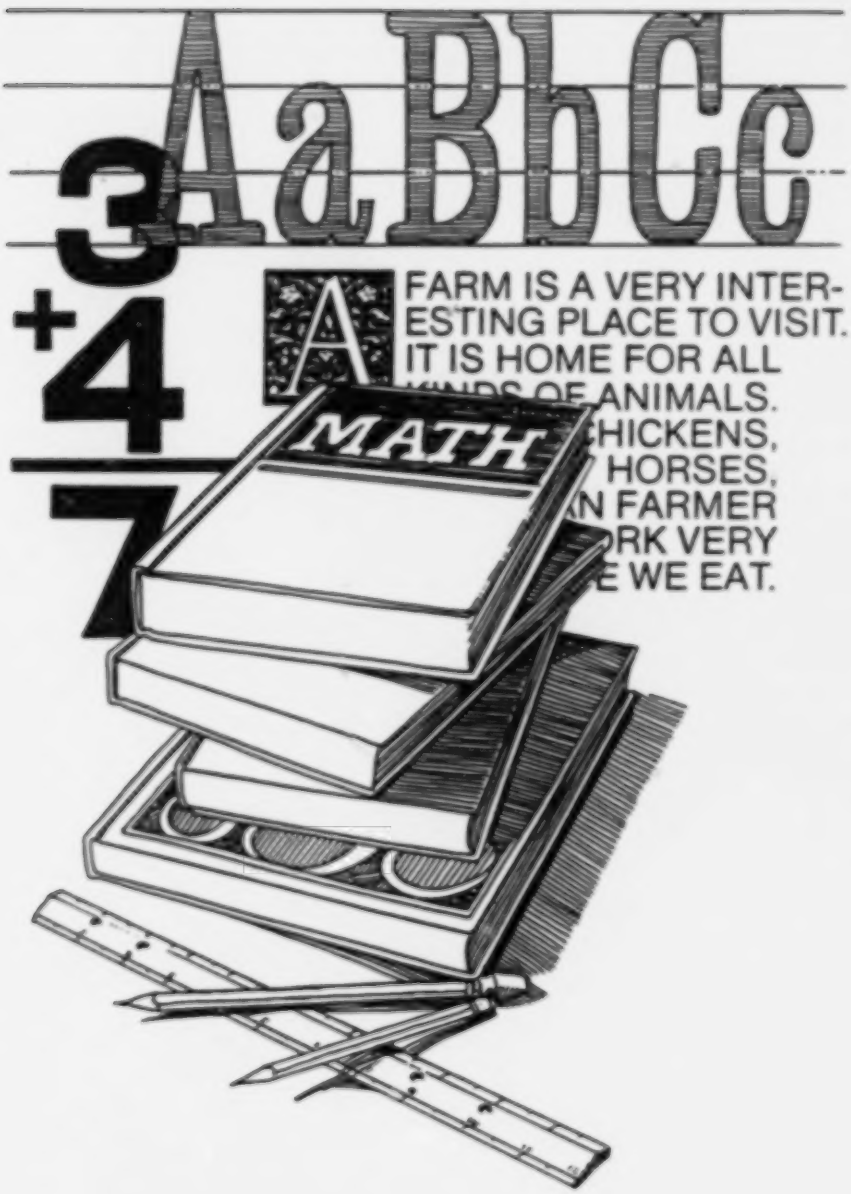
Delivery Method

- Guidance Curriculum
  Responsive Services
  Individual Planning
- System Support

The Study Game



Charlestown Middle School

Study Skills Program for Sixth Grade: The Study Game

Position Statement: In order to fully implement the CMS philosophy, a systematic orientation process should take place in the fall of the year for the incoming sixth graders.

This process should be nurtured and reinforced not only in the sixth, but also in the seventh and eighth grade years.

Goals: Three areas of growth should be:

1. Academic improvement
2. Increased attendance
3. Increased school citizenship

Purpose: The purpose of the study skills program is to provide to our students the skills for being successful in school both now and in the future. The students should increase both their responsibility and their academic success. Further, the programs will help students develop a positive outlook by maintaining high standards and expectations. This cannot be done by students alone. It should be shared responsibility of the students, teachers, and parents.

Components of The Study Game

I. Organizational and Classroom Preparation

A. **Assignment Sheet**

The assignment sheets will be distributed on Monday during first period classes and collected the following Monday. This procedure will continue throughout the first nine weeks. Block and eighth grade teachers will meet periodically to review assignment sheets and to monitor student progress.

B. **Tentative Unit Calendar**

The tentative unit calendar is to be used at teacher discretion for long-term or unit projects. It will be available to students who wish to use it to record all their assignments over a period of time.

C. **Grade Record Sheet**

The grade record sheet is available to all teachers for their use in helping students map their individual grades.

D. **CMS Standard Paper Heading**

The standard paper heading has been developed to provide continuity between the assignment sheet, unit calendar, and the grade record sheet.

II. Academic Enhancement Opportunities

A. Study Game Unit
B. Learning centers (Math and Reading Lab)
C. Innerchange (Magic Circle)

III. All School Study Method: SQ3R

IV. All School Incentive Program: Student competition

The Study Emphasis

The emphasis of the program will be organization, classroom preparation, and study skills for all sixth graders.

STUDENTS:

1. will know what materials are needed for each class and have their materials each day.
2. will arrive to class on time and immediately prepare for the start of class.
3. will listen attentively and participate in an appropriate manner in learning activities taking place in their classroom.
4. will understand what their responsibilities are for future class periods and plan to meet these responsibilities.
5. will share school expectations and individual progress with parents.

TEACHERS:

1. will provide and explain fully to all students school and classroom policies and expectations.
2. will model good organizational and time management skills.
3. will supervise student use of assignment sheets.
4. will provide students with information needed to map their own grades.
5. will teach SQ3R study method.
6. will provide information and support necessary to meet individual academic needs through programs, such as basic skills, peer tutoring, learning centers, and before and after school study time.

PARENTS:

1. will be familiar with existence and format of assignment sheets, class rules and policies, interim reports, and administrative referral forms.
2. will make certain student has necessary materials for each class.
3. will review assignment sheet with student on a daily basis.
4. will initiate contact with teacher, counselor, and/or administrator to communicate any concerns they may have.
5. will provide an appropriate time and place for student to complete homework assignments or study and review work. (One hour minimum.)

Student Check List

Check yourself on the questions listed below:

1. Do I work up to my ability?
2. Do I meet obligations willingly and cheerfully?
3. Am I courteous and friendly to teachers, pupils, and all school personnel?
4. Do I treat school property with respect?
5. Do I budget my time wisely?
6. Do I have a definite time and place to study?
7. Do I ask teacher for help when I do not understand?
8. Do I spend spare time doing worthwhile things?
9. Do I know the value of and participate in extracurricular activities?
10. Do I understand that school is preparation for life?

Me Box Activity

Obtain a box about the size of a shoe box and make a "ME" box. Put at least three objects, no more than five objects, in the box that are special to you. If the object you have in mind is too large for the box, draw or cut out a picture of the object you value. In small groups, pass the "ME" boxes around in silence. Take your time and examine each box carefully. Return the "ME" boxes to their owners. Discuss something of value about each of the people in the circle.

Game Plan for the Study Game

HISTORY OF THE GAME

I. Studying is not just something you do in school. Studying is learning.

II. Getting started.

- A. Be positive
- B. Know your goal
- C. Know yourself

CONDITIONING

III. Who's on first? When, where, how

- A. Time
- B. Place
- C. Equipment
- D. Distractions
  1. Radios and tape players
  2. Friends
  3. Telephone

IV. Four Health Essentials

- A. Recreation
- B. Sleep
- C. Exercise
- D. Food

DEFENSIVE PLAYS

V. Make a schedule

- A. Weekly schedule of obligations
- B. Weekly schedule of assignments
- C. Use of weekend

OFFENSIVE PLAYS

VI. Going for it

- A. Overview
  1. text
  2. outline of course
  3. other books
- B. Key words
  1. dates
  2. definitions

3. names

C. Outlining
   1. group ideas so their relationships are clear
   2. use for review

D. Taking notes-four techniques
   1. Index cards
   2. T-method
      a. 2-5-1
      b. 1-6-2
      c. 2-3-3-2
   3. Mapping

VII. Approaches to subjects

A. Study Method: SQ3R
B. Paper heading
C. Listening D. Following directions

VIII. Library Use

WINNING THE GAME

IX. The big test

A. Study regularly
   1. keeping overview
   2. reviewing regularly
   3. thinking about the subject

B. Staying fit means
   1. proper diet
   2. regular exercise
   3. plenty of sleep

C. Self-testing
   1. Write down questions
   2. Try to answer them
   3. Check yourself

D. Essay tests
   1. Choose a question to write on
   2. FOLLOW DIRECTIONS

E. Short answer test
   1. Move along at a steady pace
   2. Know the scoring method

X. Studying is learning

A. Self-knowledge
B. Self-directions

Scheduling

No one wants to study all of the time! You want to have time to see your friends, watch TV, participate in sports, and sleep and eat! To pack everything into one day, it is a good idea to make out a schedule to follow. You have already done a time pie to see how your time is divided up. Now you need to make a schedule to include all the activities and tasks you are responsible for. Making a schedule requires the following steps:

1. List all activities - school, studying, extracurricular (sports, piano lessons, drama club, etc.), household chores, and family responsibilities.
2. Make out a schedule for the week and write down activities that are **fixed**. For example, school will always be daily from 8:35 a.m. to 2:55 p.m.
3. In the rest of the time, schedule in time to sleep, eat, study, and so forth.
4. Your study time should be scheduled before dinner and/or after dinner.
5. Be realistic; give yourself enough time to get work done while also relaxing.
6. Saturdays and Sundays can be left for free time or special projects that need long amounts of time.
7. Change your schedule if you need to. Remember that you are in control of your time, so you should plan wisely.
8. Find spaces of time to get things done. For instance, riding to and from school could be a good time to review notes or in the gym in the mornings or afternoon waiting on the bus. You may be able to do some household chores while watching TV. If the teacher leaves you time in class to study, use it! Be creative with scheduling your time!

Revised from: School Survival Skills, Carmel Junior High by Suzanne Oakes.

Study Game Strategies

Studying! As in any **new** game, you need to read the directions, rules, and run through the game. The Study Game, like other sports, music, drama, and everything else, can become a habit, and hopefully, a very good and productive habit. However, The Study Game is not something that can be done haphazardly, it takes planning and practice. Do you think Steve Alford would have made the Indiana basketball team if he had not practiced regularly and diligently? Would the Bon Jovi rock group have number one records without studying their music and reviewing it faithfully? NO! Likewise, you cannot expect to play The Study Game well and make good grades (win) if you do not make a habit of studying.

If you do not know how to study or need help in getting started, pay attention to the following tips and suggestions:

1. Be organized! Have all of your materials together and assemble them in a way that will be helpful for you. A Trapper Keeper is ideal.
2. Use a folder for each academic class with clean paper in each one.
3. Keep all work handouts in the pocket of the folder.
4. Keep pencils, pens, erasers, together in a box, purse, or pouch (in Trapper Keeper).
5. Label on the outside, as well as the inside, the subject the folder is for and your name.
6. Do not stick loose papers in your textbooks. That is what your folder is for; plus, you run the risk of losing the papers. After awhile, the papers stuffed in the textbook could do damage to the book, and you would have to pay a penalty for the damage done.
7. You might want to put the number of your textbook in your folder, in case your book gets misplaced. Again, it costs if you lose your book.
8. Keep folders and books **neatly** and together in your locker when not in class or using them at home.

It takes a little courage and a
bunch of self-control,
add some grim determination,
if you want to reach a goal.

It takes a deal of striving and a
firm set chin,
no matter what the battle
if you're really out to win.

There's no easy path to glory,
There's no rosy road to fame.
Life, however we may view it
is no simple little game.

Its prizes call for fighting,
for endurance and for grit,
for a friendly disposition and
an "don't-know-when-to-quit."

You must take a blow and give one,
you must risk and you must lose
and expect that in the struggle
you will suffer from a bruise.

You musn't wince or falter
if a task you once begin,
Go out and face the battle,
it's the only way to win.

Author Unknown

NOTE: This untitled poem was given to campers at the University of Kentucky basketball camp. Can you name this poem? Submit a title to your teacher.

Outlining

There are three ways to write an outline. One is list of words, a second way is short phrase, and third is a sentence outline. In outline, use Roman numerals for the main ideas, capital letters for the point made about the main idea, and use letters and numbers for detail as illustrated below.

I. Main idea

A. Point

1. Detail

a. Minute detail

b. Minute detail

B. Point

II. Main idea

SAMPLE LIST OF WORDS OUTLINE - American Recreation Is A Ball

I. Baseball

II. Basketball

III. Football

IV. Tennis

V. Golf

SAMPLE SHORT PHRASE OUTLINE - A Liberal Education

I. My financial depression

A. Big expenses

B. Small allowance

II. Neighbor's babies—my gold mine

A. Close to me

B. Busy parents

III. My publicity campaign

A. Phone calls

B. Card in the mail

IV. The campaign works

V. My liberal education

A. Meeting the parents

B. Learning the house

C. "Getting to Know You"

1. Feeding
2. Burping
3. Changing
4. Entertaining

SAMPLE SENTENCE OUTLINE - My Car—The Slick Machine

I. Miss Tilly is her name.

II. Miss Tilly has a sleek body.

A. Her color is two toned.

B. Her interior is velvety.

III. It's her features that make her special.

A. She has a turbo engine.

B. She has special wheel coverings.

Note-Taking

A. WHY TAKE NOTES?

Note-taking is a systematic way of organizing and summarizing important information when reading or listening to lectures and discussions.

B. CLUES FOR NOTE-TAKING SUCCESS

1. What the teacher writes on the board is probably worth noting.
2. Listen for information stated slowly and clearly.
3. Look for key phrases, such as "three reasons for . . .," "the purpose of . . .," or "in summary . . ."
4. Capital letters, bold face type, and italics indicate memorable points.
5. Diagrams and tables clarify main ideas.
6. Paraphrase information as you take notes.
7. Condense notes daily.
8. Date and record the source of all notes.
9. Reread notes daily.

C. NOTE-TAKING TECHNIQUES

Several note-taking methods may be used by students including:

1. T-Method
2. Index cards
3. Mapping

Each of these methods is described on the following pages.

Note-Taking Techniques: T-Method

One note-taking method is to use large (8 1/2 x 11 inch) sheets of loose leaf notebook paper. This size allows students to include diagrams as well as written notes. The loose sheets permit putting notes from several sources (class, books) and handouts in the same notebook in an organized fashion.

MAIN TOPICS	NOTES IN CHINA
Major Cities	Four major urban areas . . .
Gov't Leaders	National councils include . . .
Agriculture	Crop areas in the South are . . .
Climate	Rainy seasons occur
Industry	Light manufacturing and repair . . .
Population	Most of the people live in . . .

The key to this method is to draw a vertical line approximately two inches from the left edge of each sheet of paper. This column is used later for key words and phrases from the notes. During class or while reading, students should write on the right hand side of the page. Notes should contain only important information that supports or explains the main points. Using a paragraph-like or modified outline format generally works best. A modified outline contains ideas written as phrases rather than as complete sentences. Supporting details are indented below the main points. However, it is not necessary to use Roman numerals, letters, or numbers as long as they are used in a formal outline. Abbreviations are fine as long as the student can later understand what they mean. Most of all, the notes should be written legibly; trying to read scribbled notes is time consuming.

Tips for Good Listeners

We are not born as good listeners. Listening is a skill. That means we can learn how to improve our listening. Many people are poor listeners, because they have never learned how to listen. The "Tips" below are some of the ways you can learn to improve your listening skills.

1. As the speaker is talking, think about what he or she is saying. Play a game with yourself and see if you can figure out what the speaker is leading up to before he or she actually reaches a conclusion.
2. Try to connect what you are hearing with what you already know. Ask yourself: "How does what the speaker is saying fit into what I already know?"
3. Try to "picture" in your mind what is being said. Some people find that they can listen and remember better if they use their imaginations to make "mental pictures." For example, if you are listening to a set of directions about how to get somewhere, make an imaginary map of the directions in your mind.
4. Listen for words that tell you about the order in which events occur. Such words are: then, after, while, before, about. You can organize your thoughts better if you have a clear sense of the order of events.
5. When you are listening, try not to decide how you feel or what you think about what you are hearing right then. Listen first to what the person is saying. Then, later on, you can decide what you think or feel about it.
6. Try to practice your listening skills every day. Try hard to listen to someone, and see how well you do.

Your generation is unique. You are influenced more by what you **hear** than by what you read. This was not true of your grandparents or of people living in the last 400 years. During that time, the printing press provided the major form of mass communication. Then, people were influenced largely by what they read. But today, radio, movies, and television focus on listening. Some authorities even suggest that in the future people will not need to learn how to read, because a TV computer in their home will tell and show them what they want to learn.

Today you spend at least 45 percent of your time listening and only 30 percent of your time speaking. Yet have you even been taught **how** to listen? You probably have not, because of the prevalent idea that "anyone can listen." Not true. You may hear, which means that your ears receive sounds. But listening is an active process; whereby, you interpret in your brain what your ears perceive. In recent studies, investigators found that most people can improve their listening ability by 75 percent. It is obvious that we need to study listening skills along with speaking skills. In fact, speaking and listening are partners. It takes both for communication, and throughout life, you will play both roles, sometimes sending the message and sometimes receiving it.

SQ3R—A Study Strategy

SURVEY

S

1. Locate the exact pages of the assignment.
2. Survey the entire chapter.
3. Note the headings of the main sections.
4. Survey pictures, maps, charts, tables, and graphs.
5. Read the summary at the end of the chapter.
6. Look over the questions at the end of the chapter.
7. Be aware of any new vocabulary.
8. This survey should be brief.

QUESTION

Q

1. Ask yourself what the section headings mean.
2. Increase comprehension by forming questions from the section headings.
3. What visual aids are important in the chapter?
4. What are the meanings of the new words?

READ

1. Actively search for the answers to each question you have formed by reading each section.

RECITE

3
R

1. After reading the first section, look away from the book and try to recite answers to your questions.
2. Use your own words to make "working notes."
3. Repeat these steps for each section.
4. By using several senses (sight, sound, touch), your learning will be reinforce.

REVIEW

1. Immediately review each section.
2. Review main points and their relationship by looking over your notes.
3. Test yourself on your recall of details in your notes.
4. Immediately review everything to reinforce what you have learned.

TIPS FOR STUDYING

1. Each person seems to have good times of the day for learning. When do you learn best? In the morning, the afternoon, or the evening? Try to figure out when is the best time for you to study.
2. When you study at home, ask your family to help you by keeping things fairly quiet.
3. Before you leave school, ask yourself, "What will I need to take home tonight?" Then, take what you need with you.
4. Have your materials together when you start to study. Ask yourself, "Do I need a pencil and paper? A dictionary? Anything else?"
5. How long can you pay attention when you are doing school work? Experiment to find out. If you can concentrate for 15 or 20 minutes, plan to study for that long. Then, do something active and fun for a few minutes before you start again.
6. Each time you plan to study, set **goals** for yourself. These goals should be things you can really do in the time you have. For example, you may not be able to read an entire book for a book report. Instead, decide how many chapters you can read and try to reach your goal.

INTRODUCTION: TEST TAKING

When you put your time and effort into studying for a test, you want to do well. To do that, you need to learn the material which the test covers. You can also do better on tests if you understand how to answer the different kinds of questions. This part of the unit will suggest some tips you can use with four different types of test questions:

true/false questions
matching questions
multiple choice questions
short answer questions

TRUE/FALSE QUESTIONS

True/false questions are statements which you are asked to judge: Are they true or false?

Tips for true/false questions

1. Read the question carefully. If **any** part of the statement is false, then it is a false statement. Mark it false.
2. Watch for "key words" like the ones listed below. Think about what these words mean in the statement; they can help you make a decision.

always	all	never	
only	usually	frequently	often

EXERCISE III

Directions: Read the statements below. Decide whether each statement is true or false. Mark a T for true or a F for false in the space before each statement.

_____1. All people who live in Norway have blond hair.

_____2. Mercury, Venus, Jupiter, Mars, and the Earth's moon are planets within our solar system.

_____3. Plants never grow unless they get direct sunlight.

_____4. Good athletes always begin to learn their sport when they are very young.

_____5. The United States was created before the telephone was invented.

MULTIPLE CHOICE QUESTIONS

Multiple choice questions ask you to choose the right answer from a group of possible answers.

Tips for multiple choice questions

1. Read the question carefully. Then, see if you know the answer to the question **before** you even look at the choices.
2. Read all of the choices given and pick the best answer. Some questions give two or more answers which are right in some way. You need to pick the one which is the best answer.
3. Be sure to read all of the choices given, even if the first or second one seems right. They may all be correct and the last choice may be "all of the above."
4. If you do not know which answer is right, cross out all of the ones which you know are wrong. Then, pick the best answer from the remaining choices. If you do not know which is best, make a good guess.
5. You should always put down an answer, even if it is a guess, on multiple choice tests unless your teacher tells you not to guess.

EXERCISE IV.

Directions: Answer each of the questions below by writing the letter of the correct answer in the blank at the right.

1. The word "watch" means: (A) a timing device (B) to look at something closely (C) a duty on a ship (D) all of the above. _____

2. Railroads played an important role in American history because (A) they transported all of the country's supplies (B) they never brokedown (C) they were often smelly, so people started taking airplanes (D) they provided efficient transportation for people and supplies. _____

3. When Columbus set sail in 1492 (A) the earth was not round (B) all people believed that the earth was not round (C) Columbus believed that the earth was round (D) almost all of the sailors believed that the earth was round. _____

4. Bats are unlike most mammals because they (A) never eat eels (B) have body temperatures changes (C) cannot learn to read and write (D) hibernate in the summer when it is the coldest. _____

SHORT ANSWER QUESTIONS

Short answer questions ask you to write in the correct answer as part of a statement. They are also called "fill in the blank" questions.

Tips for short answer questions

1. Read the question carefully. Ask yourself: what is this question asking? Then, write in the answer if you know it.
2. If you do not know the exact answer but do know something related to it, write down what you do know. You may get partial credit for it.
3. If you do not know the correct answer but have an idea about it, make a good guess.

EXERCISE V.

Directions: Read the statements below. Fill in the best answer that you know.

1. There are _____ months of the year that begin with the letter "J."
2. The third American president was _____.
3. The three states of matter are gas, solid, and _____.

MATCHING QUESTIONS

Matching questions usually give you two lists of information and ask you to match things on one list with things on the other.

Tips for matching questions

1. Match the easiest things first, the ones you know most about.
2. When you have matched an item, cross out its number or letter, so you know that you have already done it.
3. If you are not sure about any of the items, make a good guess.

EXERCISE VI

Directions: Read the two lists below. Write the number of the piece of sports equipment in the blank before the sport for which you would use that equipment.

a. _____baseball	1. shoulder pads
b. _____football	2. hoop
c. _____basketball	3. paddle
d. _____field hockey	4. mallet
e. _____ping pong	5. hockey stick
f. _____polo	6. bat

Setting Goals

Study Habits and Time Management

Activity Application

Grade Level: Six to eight
Time: 45 minute period
Group Size: Any size class
Space Required: Desk or table for writing
Materials Needed: "Contract" worksheet and extra contract pencil

Activity Summary

Teaching students how to write an achievable goal and how to break it down into steps so that it will be accomplished by a set time.

Administration of Activity

See following sheets.

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Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Setting Goals

Purpose: In order to get the most out of life, a person must have direction. Setting goals gives a person the direction needed.

Procedure: Read or tell the class the following: "If you could have anything in the world, what would it be?" "If you could become anything you desire, what would you become?" Everyone dreams. We all wish for the things we think would make us happy. Did you know that there is only **one** thing that stands between you and your dreams: That one thing is **work**. There are millions and millions of people alive today who will not ever have what they want out of life because they only wish for their dreams. A wish is lazy. It says, "Give me somthing." When a person stops wishing for something and starts to really desire it, that is different. Desire says, "I will work for what I want!" When desire gives your dream a push, you have a goal. Once that happens, you can make your dream come true. Taken directly from *Go For It!*, by Judy Zerafa.

Goals are not just for the big things in your life. Ask students to name some big goals or long-term goals. (Choice of job or career, college, how much money they want to earn.) Goals are also for the less complicated and fun things you want out of life. Ask students to name some short-term goals. (Go to ball game after school, get an A on your spelling test, watch a certain TV show.)

Learning to set and work for short-term goals now will condition you for all the major goals you set during the rest of your life.

Discuss the five requirements of a good goal:

1. Conceivable - able to put into words
2. Possible
3. Controllable
4. Measurable
5. No alternatives

Ask students to decide on one of about four examples of given goals, or one of their own which meets the five conditions. Two examples are given on the worksheet. Other examples may be to do an extra credit project, to clean their room, or to read a book. Discuss how to break the goal down into specific smaller steps. Read the poem "Melinda Mae" from *Where the Sidewalk Ends*, by Shel Silverstein to illustrate this idea.

Give students "contracts" to write their goal and the three steps for achieving it. They **sign** their name and date. Then they copy this information on a half sheet contract and return these to the counselor. The students keep their original contract worksheet.

After the specified time of one or two weeks, check to see which students have honored their contracts.

High School
Address

Contract

Name _____

Goal _____

_____

_____

_____

Three things I will do in order to reach my goal.

1. _____
2. _____
3. _____

Signed _____

Date _____

Video Recorder Crew

Activity Application

Grade Level: 6-8
Time: All times
Group Size: 18 students (10-8th grade, 4-7th grade, 4-6th grade)
Materials Needed: Video camcorder, tapes, battery, etc. A company to edit tapes.

Activity Summary

Students videotape all school activities (classes, conduct interviews, games, etc.). Tape is edited into a 50-minute highlight of the school year, with music and voice-overs and special effects.

Administration of Activity

Barb Dingeldein and a company representative share the training of the students. She also coordinates the scheduling of equipment and students. She is a liaison between the school and students; mails tapes, does paperwork, meets with representatives, helps sell the product, does public relations and advertising, and anything which needs handling.

Benefits to Students

Improves their self-esteem, responsibility, time management, communication skills, and self-confidence.

Variations

Use this activity to facilitate learning to work in groups. See attached article.

Contact Person

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Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Japanese quality circles in the classroom

They may be the best group dynamic ever invented—and they've arrived here just in time for the cooperative mode demanded by the Information Age.

Barbara Lenmark-Ellis

The days of competition in the classroom may be coming to a close. If that's the case, we're left with cooperation. And that means truly exploring the world of small groups.

The change reflects what's going on in the American workplace. The smokestacks of the 200-year-old Industrial Age are corroding. The Information Age is in, building to a large extent on the amazing success of Japanese know-how.

At the heart of the Japanese success is the quality circle, a group dynamic that is sweeping this nation's goods/service industries. I have used it with resounding success in the university classroom and see that its implementation would be even easier in elementary and secondary schools. The Japanese, in fact, begin this dynamic in their nursery schools.

The application of the quality circle (QC) to the classroom may well wipe out the traditionally competitive group situation—and initiate the most productive and enjoyable group dynamic that schools have ever had. It works. I found that out after using it in an 85-student course at Oregon State University for four years. University students are notoriously cynical about groups these days but, like their counterparts in industry, my students have become the QC's biggest backers. They know they're going to step into a work world that uses them.

What is a QC?

In industry, it's a group of 10-12 volunteers that meets regularly to brainstorm solutions to work snags. Stripes are left at the door. Everyone participates—even the shyest. Bossy folks are penalized for squelching contributions. A facilitator keeps the session on track, and management moves quickly on the QC's ideas.

The QC gets recognition—a bonus or royalties from savings or profits. The system must have middle management's enthusiastic support so that ideas from the QC do not get sabotaged on the way up to senior management. QCs are famous for increased productivity and profits and, especially, for spectacularly high morale among employees.

For a group to click, it has to evict three elements that always undermine the small groups we teachers know: the "foot-pound counter," the shy person and the slacker.

The foot-pound counter (FPC) is the aggressive loner who counts the foot-pounds of energy put in by the rest of the group members. In the adult world, business partnerships sometimes founder because one partner is a FPC. A common complaint from the FPC is: "I'm doing all the work and everyone else is getting the credit." Even if the supervisor (or teacher) prods the rest of the group, the FPC won't be satisfied. The FPC is quick to squelch ideas, demands control of the key work, belittles the work of others and makes them hate group work. The usual scenario is a revolt, leaving the FPC truly to do all the work.

The QC is one of the few situations where the shy are identified as controllers or passive-aggressives. Here they are confronted with the fact that they have received lifelong payoffs from being coaxed to do things. Efforts "to bring them out of their shells" have always made group members secretly furious at the shy. The control dynamic clearly explains why. The shy person knows that the smallest effort put forth will earn accolades that ordinarily would never be bestowed. QC exposure is generally the first time shy persons have been made aware of the control issue. As for the slackers, they have learned to live with their group's anger at their parasitical behavior.

Ms. Ellis is an assistant professor in the department of technical journalism, Oregon State University, Corvallis, Oregon. Her previous experiences include reporting for Life *magazine, editing the* Beirut Daily Star *and directing publications for Standard Insurance Company.*

Photo by Mark Crummett '87

A glimpse "behind the scenes" as a student floor manager blocks the action for his QC team's presentation.

Because the QC is voluntary in the work world, these three elements can be mitigated. I have found that even if one cannot operate on a volunteer basis, certain measures eliminate these detriments to group success. A correlation here is that both sexes become fully participating members of a QC group. Boys become aware that their work will no longer be done by the girls—a frequent complaint by students about the group dynamic.

The results of QC in my classroom have created an incredible bonding among teammates and an appreciation for the work of other groups. It is heartening to see students put cliques aside, support the faltering, and find close friends among those they did not know. If this can happen in classes of nearly 90 students, in only 80 minutes twice a week, what could happen in smaller groups that meet oftener?

How is the QC set up?

My class with the QC is an elective, Survey of the Media. I group students from registration data before classes start. There are nine teams, each salted with graduate students for stability. Then I sprinkle around the seniors, juniors and, finally, the freshmen who make up about 50% of the class. I have had one all-men's team and one all-women's so all can see how that arrangement works. I try to ensure that there's a balance of men to women on the mixed teams. Only the all-men's team ever asked for women. ("That's so they'll get us to do all their work," one woman explained.)

The class focus is the 11 forms of the media—television and newsletters to advertising and films. The teams do five-minute presentations once a week to demonstrate their knowledge—production to finances—about each medium. On Tuesdays, I lecture about the vital data on the medium, using the last 30 minutes for teams to set up for the Thursday performance. Prior to their presentation, they take a 15-minute quiz covering the lecture and the textbook reading.

Sixty percent of the course grade is based on ratings, what the media lives by. (20% on the class rating of the team, 20% on the professor's rating of the team, 20% from each team member's rating of his/her group.) Slackers, the shy and the FPCs are quickly unmasked by the teammate rating system. Students who fail to turn in ratings do not get grades. The logistics of teams voting on other team performances is done by a hand vote ("OK, how do you vote on the No. 4 item for Team No. 9?") and averaged by the group manager of the week.

In their orientation session, my students are given a profile of the average journalism professional and told that although he or she may be competititve, solitary and talented, each works as part of a team in the media. The mark of a professional, they're told, is the ability to rise above feelings of fear. This approach gives the hugely diverse group permission to not like teammates, even though they *must* cooperate. It helps them, too, to know that their association will be brief, despite the need to meet for hours to plan their presentation together.

The FPCs, the shy and the slackers are confronted with "kindly psychology." The idea is not to scold, but to provide understanding to them and to their teammates. There's a reminder that if teams don't make 10 mistakes during a presentation, they're not trying. This humorous touch—along with anecdotes from the media—assures them that professionals aren't perfect and gives them permission to goof.

Moreover, the class is told that they can try to change their behavior patterns in group work during this term. This point and the novelty of the QC encourage most students to try something new.

What are the payoffs?

The heart of changing behavior is in the team member's rating of his/her teammates. The professor's

rating and that of the class are important to students, but the real clout comes when the rotating group manager distributes those individual rating sheets.

There are 10 categories on the teammate sheets, rated by the 0-1-2-3-4 system (4 is equivalent to an A). Team members rate each other anonymously on the following:

1. Understood medium's musts.
2. Contributed ideas.
3. Good sportsmanship if ideas were shot down.
4. Sought variety of assignments.
5. Use of Tuesday's class for Thursday's presentation.
6. Made strenuous efforts to overcome shyness/hatred of groups/snobbishness/perfectionism/opting out/fear of speaking.
7. Encouraged rather than faulted teammates on presentations.
8. Encouraged the timid to participate.
9. Tried to be a team member rather than a foot-pound counter.
10. Dependable.

"Gang ups" are rare, principally because teammates don't know each other well. In the few times they've occurred—as they do in Japanese-styled QCs—peer pressure does its work. The "victim" usually sulks over poor ratings for a time and tries to fit in. One student reached mid-term with a D average from his teammates; rather than move to another group, he chose to work to get back into his group's good graces.

Another phenomenon is a group that gives everyone in it all 4s. Rather than chiding, I have silently cheered because it means they are working as a group—even in doing this. They still must do a presentation, vote on the work of others, and take a quiz; they are learning the material in spite of themselves. Too, an all-4 teammate grade is offset by the ratings from the entire class and the professor.

Instead of a QC facilitator, I have a group manager, a role that rotates each week. She or he picks up the

Photo by Mark Crummett © 1987

The cowboy proposing to the dancehall girl? What else in this western scenario presented by one of the QC teams.

week's presentation assignment, is in charge of kicking-off brainstorming, sets up any outside-class sessions, and tallies the group's scoring of the other teams. Everyone gets managerial experience.

There is no first-place team in this class. Sometimes six of the teams average 3.9. That ends the cutthroat competition so familiar in school and in the world. Students have been eager to see the creativity of other teams. In the film unit, when each team was assigned a different movie directorial style (Chaplin to Lucas) on *The Creation*, students could hardly wait to see what the other teams were going to do. A Busby Berkeley presentation and the team doing a Chaplin style stopped the show. One overwhelmed graduate student commented: "I've never seen so much talent in one place before."

Absenteeism is minimal; few want to miss presentations—or dare let down their teams. When one team's scriptwriter failed to show for the television unit, his teammates did an impromptu *Star Trek* episode that would have done credit to a *commedia dell'arte* troupe. It brought down the house.

Outside of updating lectures and cruising the aisles as an "outside consultant," my work load was minimal. The payoff was not only students mastering material and enjoying journalism, but also the monumental success of the QC.

One student, terrified of public speaking, called recently to say she overcame her fears—and being in front of 75 students is frightening—mainly because of that class. "I forgot to be scared because we were all scared together," she said. When one is *helping* to carry a message, as any Toastmaster member knows, self-consciousness and ego vanish.

My only regret is that students have not had the QC dynamic through most of their school life. Think of how much more appreciation students would have for each other. Think of the support network, the caring and the enjoyment they would have as they master material. And, of course, students *learn* because they're actively involved and know that each plays an important role in the solution of a situation. For the loners, this is especially important.

The Japanese QC can do wonders in the group dynamic. It *is* going to be the work method of the future and our young people are going to have to learn its practices. We are, after all, in this life together. That old precept of "every man/woman for him/herself" is not going to work in the Information Age.

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Decision-Making Math

Activity Application

Grade Level:	8
Time:	Five days in a row then one day a week for 50 minutes.
Group Size:	25-30
Space Required:	Classroom
Materials Needed:	Decision-Making Math (DMM) materials, pencils, paper. Initial cost = $100 per teacher then approximately $25 per teacher to copy materials.

Activity Summary

Skill related goals include analyzing problems and selecting solution strategies, organizing and interpreting data, etc. Additional goals include, improving students desire to solve problems and persevere, to find solutions, raise expectations of achievements, and improve cooperative and collaborational skills.

Administration of Activity

1. Attend DMM training session.
2. Obtain DMM materials.
3. Follow lesson plans as given after copying worksheets.
4. Monitor progress of classes in session.
5. Evaluate by comparing pretest and posttest scores.

Variations

Some introduction and administration of grades, etc. May vary due to teacher preference.

Contact Person

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Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Counselor Introductory Letter

Activity Application

Grade Level: 6-8
Group Size: 650 students
Materials Needed: Paper

Activity Summary

A letter is sent out to parents, via students, introducing counselor and describing counselor's role.

Administration of Activity

Letter is sent at beginning of school year.

A sample letter is on the following page.

Contact Person

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Delivery Method

Guidance Curriculum

Responsive Services

Individual Planning

- System Support

Parents of 7th Graders,

As your student's guidance counselor, I welcome you and your 7th grader to a new year at our school. Our Guidance Department offers counseling for personal, social, and academic concerns. I want to help him/her have the best school year ever.

Indiana School Counselors Association recognizes licensed school guidance counselors in Indiana as providing the following in four program categories: Responsive services—individual, group, family and/or crisis counseling, consultation and referrals; Individual Planning—academic, career, and educational counseling, test interpretation, and assessment of learning problems; Guidance Curriculum, classroom activities: Learning to live, learning to learn, and learning to work—program management, professional development, committee/advisory board, program management/operation, staff/community development and research.

We are proud of our fine group of 7th graders this year and hope each student has a rewarding year. If I can be of help to you during this school year, please call me at school (phone number) or at home (phone number).

Sincerely,

Name

College/Career Night

Activity Application

Grade level:	6-9
Time:	School year
Space Required:	Commons area, lecture room, cafeteria, teacher's lounge
Materials Needed:	Letters of invitation to speakers, display persons, and students. Brochures/folders of pertinent handouts.

Activity Summary

To encourage post high school planning and thought. The guidance department, under the direction of the director, invited nearby college/technical/military representatives to present material to the junior high students and their parents in an evening session.

Administration of Activity

Letters were sent to all Indiana colleges asking for posters, handbooks, pennants, etc., that could be displayed in the showcases and walls of the Commons. Representatives from a large state school, small state school, private, technical, and military were invited to display their information in 8-10 booths in the Commons. Close proximity was also a factor in the invitation. Two concurrent and repeating sessions were offered: financial planning and high school requirements. Parents of all the feeder schools, as well as the several parochial feeders were invited, as well as parents of all the junior high schools. This was a first time presentation. Food was provided for the presenters and cost for printing the folders and handouts was incurred. Otherwise time is the only expense.

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Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

College Month

Activity Application

Grade level:	7-9
Time:	One month
Group size:	All school
Space Required:	Commons area for displays; publicity. Large lecture room for speakers/films
Materials Needed:	Bulletin boards, Commons showcases, tables, and walls for displays. VCR tapes and recorders

Activity Summary

To encourage post high school planning and thought. The guidance department, under the direction of the eighth grade counselor, invited nearby colleges/universities to present materials to the junior high students.

Administration of Activity

Speakers were invited to present materials to large classes. Films provided by schools were also used in the same way utilizing all academic areas. It was a major presentation several days per week. On the other days, displays during the lunch hour with representatives to answer questions were used. A speaker focusing on goals and financial information was presented with parents invited to attend. Every day a college song was played during announcements. On several days students and staff were encouraged to wear their favorite school colors and teachers were encouraged to have bulletin boards about their own college.

Variations

This emphasis was used for two years alternating with the school's College/Career Fair held every third year.

Contact Person

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Delivery Method

- ■ Guidance Curriculum
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  Individual Planning
  System Support

Pursuits—A Career Developmental Program

Activity Application

Grade Level: 6-12
Group Size: 4300+
Materials Needed: Funding from Olin B. and Desta Schwab Foundation

Activity Summary

As an individual grows and develops it is evident that many decisions must be made. Among those decisions is the process of exploring one's career options. Involved in this process is the integration of a wide variety of factors which influence those decisions. Aptitudes, interests, abilities, achievements, experiences, goals, values, motivations, and maturity are major factors. This program was developed to assist the individual student to make more thoughtful and informed career decisions. The dream for this program is that no student will be deprived of this opportunity to recognize and realize his/her talents and potentiality.

Administration of Activity

The following pages list the goals and objectives of this program.

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Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning

System Support

Career Development Program Goals and Objectives

GOAL ONE: The intent of the Career Development Program is to promote the need for career decision-making skills.

Objective 1.1: A public relations agent will be contracted to design a mass media promotion for both the electronic and printed media, whichever is most financially feasible and appropriate, emphasizing the need for appropriate career decision-making. The promotion is intended to encourage the community to become actively involved in assisting young people as they work out their futures.

Objective 1.2: A special effort will be made to promote the idea of career development to the student population by means of system-wide publicity, in-school bulletins, newsletters, school newspaper articles and ads, letters to the home, announcements, posters, daily bulletins, etc.

Objective 1.3: A public relations agent will be contracted to design a brochure which will be used to specifically outline and describe the nature and intent of the Career Development Program. This promotional piece will be used to bring awareness of the importance of career decision-making to parents, teachers, administrators, community leaders, and other significant individuals who may be in positions of influence with young people.

GOAL TWO: The intent of the Career Development Program is to assist the school, on a continuous basis, in providing each student with appropriate data from which informed career decisions can be made.

Objective 2.1: For the secondary schools, an appraisal instrument will be selected which will assess adolescents' interests, aptitudes, and job-related experiences.

> **ITEM 2.1.1:** Continued efforts will be made to search out and examine appraisal instruments available. Each product will be evaluated to determine validity, reliability, facility of administration and interpretation, and overall usability.
>
> **ITEM 2.1.2:** An ongoing effort will be made to gather data which will assist in the development of better procedures for promoting, administering, and interpreting the appraisal instrument(s).

Objective 2.2: For the middle schools, opportunities will be provided to students to increase awareness of and to explore the possibilities in the world of work.

GOAL THREE: The intent of the Career Development Program is to provide opportunities for parents to become actively involved in this critical career decision-making process.

Objective 3.1: A brochure which will outline and describe the nature and intent of the Career Development Program will be distributed to all parents.

Objective 3.2: Parents and students will be provided an opportunity to meet together in individual and/or group counseling sessions. These seminars will focus on:

a) CAREER INFORMATION (computer-assisted information,directories, Occupational Outlook Handbook, a variety of information manuals);
b) INTERPRETATION of the appraisal results;
c) ASSIMILATION of the other information from the student records (grades, abilities, attendance, achievement, credit evaluation sheets, etc.);
d) UTILIZATION of the decision process as the student selects career(s) which would capitalize upon the student's strongest interests, capacities, and abilities, as well as individual motivational factors;
e) SELECTION of an educational plan to include high school courses and other activities which will enable the student to develop competencies required for the student's intended career(s);
f) SELECTION of post-high school education/training programs which will help the student reach the intended goal(s).

GOAL FOUR: The intent for the Career Development Program is to provide the basis for more comprehensive career exploration experiences for the student. Suggestions for career exploration activities might include:

"Shadowing" Program
Mentor Program
Individual/Group Guidance
Individual/Group Counseling
Higher Education Day
Regional Higher Education Exposition ("Directions")
Lunch with a Giant Program
Explorer Posts
Citizen Apprenticeship Program (United Way/AFL/CIO)
Cooperative Education (SME, COE, ICT)
Career Center Programs
Student Executive Intern Program
Career Seminars/Workshops/Institutes/Camps/College Classes
Career Days/Engineers' Week/Minority Career Days
Volunteer Experiences (Hospitals/Red Cross/Community Agencies)
Junior Achievement
College Representative Visits
Campus Visitations
Minority Scholars Programs
Computer-Assisted Career Exploration
Adopt-a-School Program
Part-time Summer Jobs
Public/School Library
Parents

Career Awareness

(Learning about Work and Careers)

Activity Application

Grade level:	8
Time:	Three times per year
Group size:	25-35
Space Required:	9-12 classrooms
Materials Needed:	List of questions for students

Activity Summary

Boy Scouts of America, Explorer Division provides career speakers for 25-minute presentations to small groups of students on prospective careers. Classes of students rotate between speakers, allowing each student to hear four different speakers, three times during the school year.

Administration of Activity

Boy Scouts of America, Explorer Division arranges for speakers to attend Career Awareness program for two hours, speaking to four different groups of students during that time.

Speakers are introduced by Student Council members who are also responsible for leading question and answer period, if time allows in each session.

Logistics are arranged by the counselor on a random assignment. This does not allow for choices of speakers (choice is offered at high school in ninth grade career awareness program). The focus of the program is on career awareness, so speakers are provided from a variety of areas, including both professional and labor careers.

Contact Person

Rochelle House
Custer Baker Middle School
101 West S R 44
Franklin, IN 46131
(317) 736-6331

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Learning about Work and Careers through Business and Industry Partnership

Activity Application

Grade level:	8
Time:	25 minutes
Group size:	60-90
Space Required:	Large classroom
Materials Needed:	Depending on speaker - VCR, projector, etc.

Activity Summary

1. To expose the eighth grade students to the many different employee roles and skills that it takes to operate a major medical facility.
2. To help motivate students to formulate career goals for their future.
3. To help students appreciate the services a hospital provides for families and the community.

Administration of Activity

A different employee with a specific job skill would comes each week and explain their job description, role at the hospital, hours and salary, and basic information. The same speaker would have to come for two sessions.

The hospital could explain volunteer activities for students, such as the candy striper program, introduce students to clinics and programs that they offer to promote family wellness. Students in groups of ten could tour the hospital facilities.

Counselors discuss how to achieve the education for medical careers.

Variations

We have been able to supplement these talks with various video tapes related to the career fields. We also have some software the teachers can implement during this time period when it proves to be appropriate.

Contact Person

Bob Burton, Counselor
Sarah Scott Junior High School
2000 South 9th Street
Terre Haute, IN 47802
(812) 238-4381

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

Career Fair

Activity Application

Grade level:	6-8
Time:	Three days, all day
Group size:	1-3 classes per period
Space Required:	Large, we use the media center

Activity Summary

Students visit the fair through their math and social studies classes. As they learn about careers, self and interests, interviews, job application process, they also earn "career bucks." The career bucks are then used to buy classroom privileges.

Administration of Activity

1. The counseling staff sets up the media center with booths of games, filmstrips, videos, career books, magazines, job applications, transparencies, and interviews.
2. The National Junior Honor Society members go through a training session on how to run the various booths, and man the booths during the three day fair.
3. Students get to visit the fair twice.
4. Teachers cooperate by providing ways that the students can spend their "career bucks."
5. Each day is designated as some type of career related day.
6. Guest speakers from the community speak to each grade regarding their careers.
7. A contest to promote participation is held. Rewards have included the winning classes visit to an industry or business, or a class party.

Variations

Changes are needed over the years to fit needs or directions.

Contact Person

Patricia Stone
Charlestown Middle School
8804 High Jackson Road
Charlestown, IN 47111
(812) 256-6363

Delivery Method

- Guidance Curriculum

  Responsive Services
- Individual Planning

  System Support

Career Awareness

Activity Application

Grade level:	8
Time:	Quarterly
Group size:	All eighth grade students
Materials Needed:	Funding for Boy Scouts of America (BSA) coordination, which includes $83 registration fee, in addition to $.60 per student. Audio/visual equipment as requested.

Activity Summary

All eighth grade students will have four opportunities during the year to hear a career resource speaker. An overall introduction to careers in general will be given at the first presentation with three specific career areas to be covered throughout the remainder of the school year.

Administration of Activity

Counselor solicits interest from departments to determine a cosponsor. Counselor and department sponsor determine a calendar of topics for the school year. Counselor contacts the BSA Crossroads of America Council in Indianapolis (317-925-1900), to establish this program.

Funding is arranged locally and/or in conjunction with BSA assistance.

BSA career resource representative secures all speakers and attends each career session in order to assist in arrangements and post evaluations.

School sponsors provide any needed audio equipment and hospitality area.

Variations

This program can be administered more or less frequently according to the school's needs. BSA will assist with funding according to school corporation specifications. Any other combination of classes can be used to reach an entire class.

Contact Person

Mary Sue McMahan
Noblesville Junior High School
1625 Field Drive
Noblesville, IN 46060
(317) 773-0782

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

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Careers Mosaic

Activity Application

Grade level:	7
Time:	45 minutes
Group size:	Any size
Space Required:	Classroom
Materials Needed:	Personality mosaic (on following pages), pencils, information on John Holland.

Activity Summary

This is one of several activities used to increase career awareness and to build an interest for career day. Since we are in a junior/senior high school building, the junior high is allowed to take part in a large career day with over 80 occupations represented in a career fair format.

Administration of Activity

We have previously discussed work settings, reasons for choosing an occupation, and other activities. Since the occupations for our career day are organized and listed by Holland Code, this mosaic gives the junior high students their first introduction to what personality type they may be. I read each item and they circle the number if it sounds like them. They do the last page of the mosaic and then we talk about the results. It is a lot of fun to do and some agree and some disagree with the results. I stress that this is just one way to look at careers and it is not the only way or not necessarily the way they will think in a few years.

Variations

Can be used in higher grades. Then each year do other activities and compare the results from the seventh grade. We have a career file on each student where the various career activities from Grade 7 through 12 are kept.

Contact Person

Patti Spurr
North Vermillion Junior Senior High School
R. R. 1, Box 191
Cayuga, IN 47928
(317) 492-3364

Delivery Method

- ■ Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

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Personality Mosaic

Circle the numbers of statements that clearly sound like something you might say or do or think - something that feels like you.

1. It is important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I spend time finding ways to help people through personal crisis.
11. I enjoy competing.
12. I spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It is satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I do not mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I would rather be safe than adventurous in making decisions.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time if I have to handle a new situation.
31. I would rather be on my own doing practical hands-on activities.
32. I am eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I will keep trying to resolve it peacefully.
35. To be successful, it is important to aim high.
36. I do not like to have responsibility for big decisions.
37. I say what is on my mind and do not beat around the bush.

38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. I get projects started and let others take care of details.
42. Being on time is very important to me.
43. It is invigorating to do things outdoors.
44. I keep asking "why?"
45. I like my work to be an expression of my moods and feelings.
46. I like to help people find ways to care more for each other.
47. It is exciting to take part in important decisions.
48. I usually have things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays, and good films.
58. I can deal with and understand people who express strong feeling.
59. It is exciting to influence people.
60. When I say I will do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I would like to learn all there is to know about subjects that interest me.
63. I do not want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I am willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I am creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It is fun to get ideas across to people.
72. I am very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendliness.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I have always been curious about the way nature works.

81. It is fun to be in a mood to try or do something unusual.
82. I am good listener when people talk about personal problems.
83. If I do not make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I think things out and the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It is very satisfying to do a task carefully and completely.

Scoring your answers

To score, circle the numbers that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Count the number of circles in each column and write the totals in the spaces below.

R_____ I_____ A_____ S_____ E_____ C_____

List the letters R, I, A, S, E, and C according to your scores, from highest to lowest:

1st _____ 4th _____

2nd _____ 5th _____

3rd _____ 6th _____

Does adding in the items you are unsure of change the order? _____

How?_____

Programs

Grades 6—8

GROUP PROGRAM

F.A.M.E.

(Faculty Advisement for Motivation in Education)

Program Application

Funding Source:	Local budget
Number of Students Served:	All
Grade Level:	7-12

Student Selection Criteria

Groups of 15 students are assigned to a teacher advisor who follow the students through Grades 7-12.

Program Objectives

I. Faculty advisement is a team of professionals working together to promote student adjustment and success in school.

II. The purpose of faculty advisement is to assist students in the following areas:
   1. school adjustment
   2. social/personal growth
   3. academic planning/learning skills
   4. career/life planning

III. The functions of the professionals.
   1. The persons involved in advisement are the principal, the classroom teacher, and the counselor/social worker.
   2. The role of the faculty advisor is to work with a small group of students daily on a personal basis.
   3. The role of the building coordinator is to work with the faculty advisors and counselors to provide materials, resources, and to otherwise support the program.
   4. The counselor's role is to work as a resource to the faculty advisor and to provide assistance in program planning.
   5. The principal's role is to provide planning, support for, and monitoring of the program.

IV. The plan for this year is:
   1. Each advisor will have a small group of students with whom he/she will meet daily, the first 15 minutes of the day.
   2. Each advisor will facilitate activities to assist the student in accomplishing the four purposes of advisement.
   3. A planned calendar of activities and specific materials will be provided.
   4. Each advisor will provide a homebase for students throughout their school career.

V. Calendar of Advisement Activities

Contact Person

L. Gail Edwards
Guidance Consultant
Indianapolis Public Schools
Pupil Personnel Services
120 East Walnut Street
Indianapolis, IN 46204
(317) 336-4411

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
- System Support

GROUPS

(Small Groups/Peer Facilitation, At-Risk)

Program Application

Funding Source:	Local
Number of Students Served:	9-12 per group
Grade Level:	6-8

Student Selection Criteria

Students fill out a guidance questionnaire (on following page).
Depending on the group, interviews are held.
Teachers recommendations. The At-Risk group is done by recommendations.

Program Objectives

1. To provide services to students who express a need for help.
2. To develop skills to deal with specific types of problems.

Contact Person

Patricia Stone
Charlestown Middle School
8804 High Jackson Road
Charlestown, IN 47111
(812) 256-6363

Delivery Method

- Guidance Curriculum
- ■ Responsive Services
- Individual Planning
- System Support

Guidance Department—Group Counseling

The Guidance Department would like to know your interest in learning some skills that are not taught in regular classes, but can be learned in small group counseling activities. Please check any subject you believe would be helpful to you. (These sessions will be kept confidential.)

From your ideas we will choose the topics that seem the most needed. These small groups (6-8 students) would meet once a week for four to six weeks. (Topics of suicide and what is ahead in high school has and will be done in eighth grade classrooms.)

_____ 1. **Help! My parents are getting/have gotten a divorce!**
(You blame yourself, you do not like your parent's new boy/girlfriends, you are pulled by each parent to be on his/her side.)

_____ 2. **Becoming your own person.**
How to get along better, getting away from "the world is against me" syndrome.

_____ 3. **Holding up against peer pressure.**
Conflict and decisions that will not turn people off.

_____ 4. **What do I do and when will I know what to do about boy-girl relations?**
What does "going with" someone mean? How do I get to know that special person? Why does my friend already go with someone, and I would rather play my guitar or watch videos on Friday night?

The counselors will let you know when a group will be scheduled.

Student's Name _____

Grade _____

What is the Family after Divorce?

Objectives:

1. Understanding difficulties of divorce.
2. Promotion of well-being of family members.
3. Examine attitudes and feelings about the concept of family.
4. Examine variety of forms a family may take.
5. Responsibilities of each family member.

Procedures:

Session 1: View tape "Family Matters (What is a Family?)."

Session 2: Follow up with questions of tape.

Session 3: Discuss television families.

Session 4: Family photo activity.

Session 5: The Expert says . . . (guest speaker)

Session 6: Summary and evaluation

Resources:

Self-Incorporated

Parent - teenager communication: bridging the generation gap

Public Affairs Pamphlet 438

Magic Circle

Program Application

Funding Source:	Local
Number of Students Served:	185
Grade Level:	6th

Program Objectives

1. To build counselor/student relationship.
2. To learn how to become comfortable using communication skills.
3. To share with others and feel safe.
4. To practice problem-solving skills.

Contact Person

Patricia Stone
Charlestown Middle School
8804 High Jackson Street
Charlestown, IN 47111
(812) 256-6363

Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

  Individual Planning

  System Support

Skills for Adolescence by Quest International

Program Application

Funding Source:	Local funds and local clubs
Number of Students Served:	All Grades 7
Grade Level:	7

Program Objectives

1. To improve self-concept.
2. To improve communication skills.
3. To develop problem-solving skills.
4. To develop decision-making skills (include drug/alcohol)
5. To develop goal-setting skills.
6. To use these skills to make healthy decisions.
7. To provide seminars for parents to learn skills, network with other parents, improve communication and relationships with other adolescents.

Contact Person

Patricia Stone
Charlestown Middle School
8804 High Jackson Street
Charlestown, IN 47111
(812) 256-6363

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Small Group Counseling

Program Application

Funding Source:	Budget item at school
Number of Students Served:	Open to all, typically 10-12 percent of student body are in groups at any given time.
Grade Level:	6-8

Student Selection Criteria

All students in the building are invited to join a group. Counselors meet with interested students, as well as teacher, parent, and counselor referrals about group membership. Students are encouraged to join the group that is most appropriate to their individual needs. Prior to first group session, all prospective members agree to group rules, standards, and attendance.

Program Objectives

To offer groups to all students while encouraging individuals to join the group most appropriate for their individual needs.

To provide counseling services to the greatest number of students possible.

Groups offered cover a range of topics and concerns:

What the Future Holds - personal interest and career awareness/exploration
Becoming a Friendly Helper - peer facilitation skills
Coping with Divorce - for children in divorce situations
Good Grief - separation and loss issues
Mind Benders - study skills and time management
Me, Myself, and You - self-esteem and interpersonal relationship skills
Multiple Choices - problem solving, decision making, peer pressure issues
Handling Stress - relaxation and stress management skills

Groups are offered for six week session, on a rotating basis, three sessions per year.

A variety of materials are used for each group - a bag of tricks!

Contact Person

Rochelle House, Counselor
Patricia Dunbar, Counselor
Custer Baker Middle School
101 West S R 44
Franklin, IN 46131
(317) 736-6331

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

Split Situation:

A Project of Divorce Group Counseling

Program Application

Funding Source: Guidance Department funding
Number of Students Served: 6-10
Grade Level: 7

Student Selection Criteria

Students volunteer to be in group counseling if they have experienced or are experiencing family divorce. The group meets weekly for seven sessions or a rotating class schedule so that they would only miss one class once.

Program Objectives

Students as they discuss their mutual problems and concerns are asked to prepare a brochure that could be shared with others going through the same difficulty. Preliminary steps included viewing the filmstrip "My Parents are Getting a Divorce" and reading books and articles assigned by the counselor. Each group member interviews ten students from divorced families and compile their information to make the brochure. A computer paraprofessional helps with the instruction on the computer in making the actual product. Copies are made available to interested students and to the school's media center.

Contact Person

Mrs. Aurore Johnson, Counselor
Mrs. Kay Pruett, Guidance Director
Ben Davis Junior High School
1155 South High School Road
Indianapolis, IN 46241
(317) 244-2438

Delivery Method

Guidance Curriculum
■ Responsive Services
Individual Planning
System Support

Student Support Groups

Program Application

Funding Source:	Funding is not required.
Number of Students Served:	40-60 students a year
Grade Level:	6-8

Student Selection Criteria

At-Risk students according to:

1. grade attendance
2. loss of a loved one
3. students new to school
4. known family dysfunction for any reason (divorce, substance abuse, peer compatibility)

Program Objectives

The Student Assistance Program provides student support groups for substance abuse offenders and other at-risk students. Support groups are conducted by counselors, nurses, and Student Assistance Program (SAP) Coordinators. Students are identified by faculty, staff, parents, and/or self. SAP Coordinators and counselors will follow a basic agenda which includes: an assessment procedure, family consultation, referral to other agencies for additional counseling, and the support group itself which allows for the students to work through identified problems on a weekly session basis during prearranged school time.

The following page is a typical agenda for use with students who have experienced a significant loss along with some of the other support group paperwork.

Contact Person

Mary Sue McMahan
Noblesville Junior High School
1625 Field Drive
Noblesville, IN 46060
(317) 773-0782

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

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Bereavement (event itself)
Grief (internal response)
Mourning (grief gone public)

Stages: Shock, Denial, Release, Depression/Loneliness, Physical Symptoms, Panic, Guilt, Anger/Resentment, Hope, Recovery, Returning Reality

ISSUES TO COVER:

1. Who died and what was the relationship of that person to you and the nature of the relationship?
2. How did the person die and did the person suffer/linger?
3. Who was there to support you—your friends, family, other adults?
4. What are your family rules on death, funerals, grieving?
5. Did you help with the funeral arrangements?
   (Why are there different viewing hours, different types of funerals, sometimes nothing at all?)
6. How did you feel about the funeral home viewing?
7. Why do people sometimes laugh at the funeral home?
8. Did people talk to you, too, or only the adults?
9. Were you told how to feel, react?
10. Why can't I think, concentrate?
11. Do you feel lonely, afraid, abandoned?
12. Did you or do you cry a lot?
13. What if I can not cry and everyone else does?
14. Do you discuss your feelings with your family/friends or is it too upsetting?
15. Do you feel that this person's death is a punishment to you?
16. What myths, "old wives tales" have you heard about death?
17. Are you worried about making it?
18. How has this changed your role at home?
19. Did your teachers acknowledge your loss?
20. How will things change in your life now, do have to move?
21. Are you worried that your mother/father will remarry?
22. Are you afraid of losing the other parent now?

23. Are you afraid that you might die?
24. Do you associate death with a journey, sleep, hospital?
25. What happens to the body in death?
26. Do you talk to the person who died, dream about that person?
27. Are you afraid that people will feel sorry for you, ignore you now, forget you?
28. Did people have memories of the person that you did not have?
29. Did you wish it had been the other parent, sibling, yourself?
30. Are you angry with the person who died?
31. Have you been to the cemetery?
32. Do you have a favorite memory of that person?
33. How long does it take to grieve?
34. Why do I now feel different about the other people who are special to me?

Please answer yes or no to the following questions.

1.	Did you benefit from this support group? (How?)	___ Yes	___ No
2.	Would you recommend support group counseling to your friends? (Why?)	___ Yes	___ No
3.	Did you learn anything about yourself that you did not know before? (What?)	___ Yes	___ No
4.	Would you sign up for a support group next year? (Why?)	___ Yes	___ No
5.	Did you learn anything new about getting along with others? (What?)	___ Yes	___ No
6.	Did being in a group help you express yourself better? (How?)	___ Yes	___ No
7.	Did you find out that others have concerns similar to yours? (Which?)	___ Yes	___ No
8.	Did you understand the goals of the group? (What were they?)	___ Yes	___ No
9.	Were any of the goals met? (Which ones and in what way?)	___ Yes	___ No

10. What ideas or topics would you have liked to talk more about?_____

_____

_____

11. In the space below write anything else you would like to say about your experience in support group counseling? _____

_____

_____

True/False

1. I said things in the group about myself and my family that I usually do not tell people.	T	F
2. Since I have been in the group, I have felt less lonely.	T	F
3. Things said in the group are so private that you really can not repeat them outside of the group.	T	F
4. I learned that substance abuse is a problem in our family.	T	F
5. I learned that other kids have the same kinds of problems at home as I do.	T	F
6. The group made me feel that I should deal with problems in my home differently than I have been doing.	T	F
7. I learned things in this group that I can really use.	T	F
8. Since I have been in the group, I have felt less angry at my parents.	T	F

Student's Name_____ Date _____

Support Group Contract

STUDENT _____

GROUP _____

COFACILITATORS _____

I UNDERSTAND AND AGREE TO THE FOLLOWING:

_____ That I have made a commitment to attend this group for an assigned number of meetings;

_____ That I will be on time for all group meetings and will contact a co-facilitator if I am unable to attend;

_____ That it is my responsibility to keep what others say and do in this group CONFIDENTIAL;

_____ That the group co-facilitators will keep in confidence what I say or do in group, involving others only when they become concerned for my health, safety, or welfare;

_____ That I am responsible for making up all class assignments that I miss due to group - I will attend my class instead of group when there is a test given and will check in with a group co-facilitator that same day I miss group due to a test.

_____ That I am responsible for completing any assignments that are part of the group.

Signed _____ Date _____

(Student)

_____

(Cofacilitator)

1. **What is a "support" group?**

   a. Group is made up of a small group of people who have same or similar concerns to gain support (help, assistance, strength).

      (1) Identify problems
      (2) Talk about problems
      (3) Learn ways of solving your problems
      (4) Promote confidence in dealing with problems

   b. What it is NOT: A place to give you "the third degree" or force you to talk about what you do not wish to discuss.

   c. Examples: Weight Watchers

2. **Duties of Cofacilitators**

   a. Assist you to learn and to help each other.

   b. "Facilitate" (to assist, aid, help to make easy the group interactions which promote growth) not to direct

   c. Be responsible for myself as a leader.

   d. Not to give advise, solve your problems.

   e. Help you learn more about yourself.

3. **Duties of member**

   a. Recognize that everyone's role is important.

   b. Assume responsibility for himself and the group.

   c. Willingness to work together with leader and other members.

   d. Find your own values and goals.

   e. Reveal in group only what you choose to share.

Project L.E.A.D.

(Legal Education to Arrest Delinquency)

Program Application

Funding Source: Small grant from Bob Evans Farms and Pioneer Hi-Bred School corporation paid for workbooks.

Number of Students Served: 45

Grade Level: 5

Student Selection Criteria

All fifth grade students. May also be appropriate for middle school.

Program Objectives

Predelinquency Prevention Program following program designed by 4-H Extension office at Purdue University (Michael Stitsworth).

1. Demonstrate the necessity for laws and provides students with an understanding of the legal system, relevant to their lives as adolescents.
2. To give young people an opportunity to examine and express their views on law and order, meet with community officials in a nonthreatening environment, and discuss alternative solutions to common problems juveniles face.

Contact Person

Nancy Johnston
Linwood Elementary School
1415 Ball Street
Lafayette, IN 47904
(317) 742-6357

Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

  Individual Planning

  System Support

Seventh Grade Mentorships

Program Application

Funding Source: A local business
Number of Students Served: 95
Grade Level: 7

Student Selection Criteria

Participation in the reward trip will be based upon the student's point total, achievement of goals, and teacher recommendation. The decision is ultimately up to the teacher; however, the point total and goals will help to substantiate the decision.

Program Objectives

This mentorship program is designed to help seventh grade students make the transition from elementary to junior high school. The program was developed cooperatively with Kosciusko County's Partners in Education Program. The goal is to develop within students a sense of responsibility and to improve their school performance by encouraging the development of a work ethic that will help them be successful in school and in the world of work.

Seventh grade teachers are used as mentors/advisors, meeting with students individually five times throughout the year. Each session will focus around a performance evaluation similar to those used by local businesses. The instrument centers around seven characteristics needed to achieve success, whether in the work world or at school. Each of the seven characteristics have five different levels of performance described in behavioral terms.

Students will also collaborate with their advisor to develop three goals for the year. Two incentive rewards will be available to students who achieve at least average performance and who progress toward their goals.

Contact Person

Hugh Rettinger
Triton Junior Senior High School
Shaffer Road
Bourbon, IN 46504
(219) 342-6505

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

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Seventh Grade Mentorships

Overall Objectives

1. To give the student an indication of his/her strengths and weaknesses.
2. To increase self-discipline among the students.
3. To have the students understand the relevance of self-discipline in the work world.

Resources

Resources available for working with students include:

- deficiency reports
- discipline file
- other teachers
- report cards
- attendance/tardy records

Meeting Suggestions - Initial Meeting

1. Review the evaluation form with the student, as well as the goals of the program and the benefits of reaching the goals which they will develop.
2. Ask the student what they perceive to be their strengths and weaknesses.
3. Share with them concerns that their teachers have expressed with regard to their performance.
4. Together develop the goals for the student. Make sure that they are in tangible forms and written out.
5. Student **and** teacher sign goals.
6. Restate the benefits and consequences of reaching or not reaching their goals.

Meeting Suggestions - Subsequent Meetings

1. Review the goals with the student.
2. When reviewing the form, make sure the strengths of the student are brought out with the weaknesses.
3. When discussing the weaknesses, make sure the student is aware that the problem is with their behavior and is not with them as a person.
4. Share the importance of being able to set reasonable goals.
5. Make sure the student knows for sure whether or not they will receive the reward.

Student Performance Evaluation Form

The criteria below has been chosen, so as to be applicable to all classes for participating students. Each criterion is divided into several performance levels. Choose one of the performance levels as applicable to the student at the time of the evaluation. Each performance level has a point value to it.

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent

A. **QUALITY** - Reflects the quality of the product turned in. The quantity is not to be considered at this time.

1. Turns in below average work consistently. (C being average)
2. Turns in below average work about 50 percent of the time.
3. Meets expectations consistently.
4. Turns in above average work consistently.
5. Turns in exceptionally high-quality work. Rarely receives lower than 95 percent.

B. **QUANTITY** - Reflects the frequency at which work is turned in **on time**. The quality of the work should not be considered at this time. This should take into account make-up work due to absence.

1. Very seldom turns assignments in on time.
2. Occasionally does not have assignments completed on time.
3. Occasionally does not have assignments completed on time, but the work is eventually turned in.
4. Assignments consistently turned in on time (90 percent).
5. Assignments **always** turned in on time (100 percent).

C. **SAFETY AND HOUSEKEEPING** - Safety refers to the student's concern for his/her safety and the safety of others. (Fighting, throwing things, leaning back in chairs, following instructions for drills, etc.) Housekeeping refers to the student's concern for the cleanliness of the room and building. (i.e., trash dropped on floor, paper wads, leaving behind materials, etc.)

1. Has no regards for safety and housekeeping.
2. Has or causes frequent accidents.
3. Occasionally neglects the safety rules and cleanliness of the area.
4. Obeys safety rules and encourages good housekeeping.
5. Makes an effort to maintain safety rules and good housekeeping.

D. **ATTITUDE AND COOPERATION**

1. Not cooperative. Reluctant to follow instructions or work with others.
2. At times not cooperative. Has some difficulty working with others.
3. Usually cooperative and agreeable.
4. Always cooperative with teachers and peers.
5. Enthusiastic, interested in his/her education, and the success of the school.

E. **APPLICATION OR LEADERSHIP**

1. Does just enough to get by. Requires close supervision.
2. Meets basic requirements. Will waste time if given the opportunity.
3. Works well with normal supervision.
4. Minimum supervision required. Will occasionally seek out work.
5. Maximum effort. Consistently seeks out work.

F. **ATTENDANCE**

1. Student attendance record reflects abuse of attendance at school and student will be appearing before the attendance review committee.
2. Student attendance record reflects unexcused absences, as well as excessive excused absences.
3. Student attendance record reflects excessive excused absences.
4. Student attendance record reflects average attendance record.
5. Student has perfect attendance record.

G. **EXTRA-CURRICULAR ACTIVITIES** - Extra-curricular activities refers to any organized activity which the student attends outside the school day. (i.e. scouts, church, clubs)

1. Involved in no outside activities.
2. Involved in one outside activity.
3. Involved in one outside activity. Holds leadership position.
4. Involved in a variety of outside activities.
5. Involved in a variety of outside activities. Holds at least one leadership position.

Student Performance Evaluation Report

STUDENT NAME _____

TEACHER NAME _____

DATE OF MEETING _____

CRITERIA	PERFORMANCE LEVEL
1. Quality	_____
2. Quantity	_____
3. Safety and Housekeeping	_____
4. Attitude and Cooperation	_____
5. Application/Leadership	_____
6. Attendance	_____
7. Extra-Curricular Activities	_____
TOTAL	_____

List by number the goals achieved. _____

I have reviewed this evaluation and agree with its content with the following exceptions:

Signature (student) _____

Signature (mentor) _____

STATEMENT OF GOALS

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

I have read the evaluation form and understand the process of my evaluation. The goals I have established are realistic and worthy of my effort to achieve them. Any disagreements that I have about the evaluation form, the process of evaluation, or the goals are noted below:

Signature (student) _____ Date _____

Siignature (mentor) _____ Date _____

Career Awareness Week

Program Application

Funding Source:	Initially career related materials (and field trip expenses) were provided by Indiana State University, Career Equity Project. Two thousand dollars worth of videos, inventories, software, career magazines, etc. were provided by the Student Council.
Number of Students Served:	650
Grade Level:	6-8

Student Selection Criteria

All students have been somewhat involved in activities during the week. Speakers are encouraged in classroom and scheduled for teachers by counselor. Career materials are encourage and coordinated by Student Council. A field trip to Hoosier Hills Area Vocational School is made by two classes of eighth grade students.

Program Objectives

1. To make students aware of the large variety of careers.
2. To encourage students to begin to examine their individual interests and begin to learn about various careers that may relate to these interests.
3. To provide a learning experience whereby students may see relationships between current classroom activities and career interests for the future.

Contact Person

Dianne Shewmaker
Owen Valley Middle School
R.R. 4, P.O. Box 12
Spencer, IN 47460
(812) 829-2249

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

Pursuits—A Career Developmental Program

Program Application

Funding Source:	Olin B. and Desta Schwab Foundation
Number of Students Served:	4300+
Grade Level:	6-12

Student Selection Criteria

As an individual grows and develops it is evident that many decisions must be made. Among those decisions is the process of exploring one's career options. Involved in this process is the integration of a wide variety of factors which influence those decisions. Aptitudes, interests, abilities, achievements, experiences, goals, values, motivations, and maturity are major factors. This program was developed to assist the individual student to make more thoughtful and informed career decisions. The dream for this program is that no student will be deprived of this opportunity to recognize and realize his/her talents and potentiality.

Program Objectives

The following pages list the goals and objectives of this program.

Contact Person

Edward E. Klocke
Room 138, Education Center
203 East Douglas Street
Fort Wayne, IN 46802
(219) 425-7540

Dolores J. Klocke
North Side High School
475 East State Boulevard
Fort Wayne, IN 46805
(219) 425-7540

Thomas J. Gordon
Northrop High School
7001 Coldwater Road
Fort Wayne, IN 46825
(219) 425-7560

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning

System Support

Career Development Program Goals and Objectives

GOAL ONE: The intent of the Career Development Program is to promote the need for career decision-making skills.

Objective 1.1: A public relations agent will be contracted to design a mass media promotion for both the electronic and printed media, whichever is most financially feasible and appropriate, emphasizing the need for appropriate career decision-making. The promotion is intended to encourage the community to become actively involved in assisting our young people as they work out their futures.

Objective 1.2: A special effort will be made to promote the idea of career development to the student population by means of system-wide publicity, in- school bulletins, newsletters, school newspaper articles and ads, letters to the home, announcements, posters, daily bulietins, etc.

Objective 1.3: A public relations agent will be contracted to design a brochure which will be used to specifically outline and describe the nature and intent of the Career Development Program. This promotional piece will be used to bring awareness of the importance of career decision-making to parents, teachers, administrators, community leaders, and other significant individuals who may be in positions of influence with young people.

GOAL TWO: The intent of the Career Development Program is to assist the school, on a continuous basis, in providing each student with appropriate data from which informed career decisions can be made.

Objective 2.1: For the secondary schools, an appraisal instrument will be selected which will assess adolescents' interests, aptitudes, and job-related experiences.

ITEM 2.1.1: Continued efforts will be made to search out and examine appraisal instruments available. Each product will be evaluated to determine validity, reliability, facility of administration and interpretation, and overall usability.

ITEM 2.1.2: An ongoing effort will be made to gather data which will assist in the development of better procedures for promoting, administering, and interpreting the appraisal instrument(s).

Objective 2.2: For the middle schools, opportunities will be provided to students to increase awareness of and to explore the possibilities in the world of work.

GOAL THREE: The intent of the Career Development Program is to provide opportunities for parents to become actively involved in this critical career decision-making process.

Objective 3.1: A brochure which will outline and describe the nature and intent of the Career Development Program will be distributed to all parents.

Objective 3.2: Parents and students will be provided an opportunity to meet together in individual and/or group counseling sessions. These seminars will focus on:

a) CAREER INFORMATION (computer-assisted information, directories, *Occupational Outlook Handbook*, a variety of information manuals);
b) INTERPRETATION of the appraisal results;
c) ASSIMILATION of the other information from the student records (grades, abilities, attendance, achievement, credit evaluation sheets, etc.);
d) UTILIZATION of the decision process as the student selects career(s) which would capitalize upon the student's strongest interests, capacities, and abilities, as well as individual motivational factors;
e) SELECTION of an educational plan to include high school courses and other activities which will enable the student to develop competencies required for the student's intended career(s);
f) SELECTION of post-high school education/training programs which will help the student reach the intended goal(s).

GOAL FOUR: The intent for the Career Development Program is to provide the basis for more comprehensive career exploration experiences for the student. Suggestions for career exploration activities might include:

"Shadowing" Program
Mentor Program
Individual/Group Guidance
Individual/Group Counseling
Higher Education Day
Regional Higher Education Exposition ("Directions")
Lunch with a Giant Program
Explorer Posts Citizen Apprenticeship Program (United Way/AFL/CIO)
Co-operative Education (SME, COE, ICT)
Career Center Programs
Student Executive Intern Program
Career Seminars/Workshops/Institutes/Camps/College Classes
Career Days/Engineers' Week/Minority Career Days
Volunteer Experiences (Hospitals/Red Cross/Community Agencies)
Junior Achievement
College Representative Visits
Campus Visitations
Minority Scholars Programs
Computer-Assisted Career Exploration
Adopt-a-School Program
Part-time Summer Jobs
Public/School Library
Parents

Middle School Visitation

Program Application

Grade Level: 9

Program Objectives

The visitation program provides an opportunity for middle school staffs to assess the effectiveness of their programs in preparing students for high school, as well as determine the students' adjustment and progress during their first year of secondary school. It provides middle school staff a firsthand experience with high school classes, staff, and expectations for our students. It is a positive experience for students to realize that the school cares about them as individuals.

Teams of our feeder school teachers/administrators are invited to the high school in the spring, each year to interview former students. Two different teams of three each visit on two consecutive days. Representative groups of students are asked to complete questionnaires prior to the visits, and small group (three students per teacher/administrator) interviews are scheduled at 15-minute intervals throughout each day. The team eats lunch with the faculty and spends the afternoons visiting classes. At 2:45 p.m., department chairpersons and administrators meet with the team members to answer any questions.

Contact Person

Dolores J. Klocke, Guidance Coordinator
North Side High School
475 East State Boulevard
Fort Wayne, IN 46805
(219) 425-7540

Delivery Method

Guidance Curriculum

Responsive Services

Individual Planning

- System Support

Career Education

Program Application

Funding Source:	School funds
Number of Students Served:	All
Grade Level:	6-8

Program Objectives

1. Eighth graders participate in American College Test (ACT) Career Education Software Program.
2. Sixth, seventh, and eighth graders participate in student sponsored career day.

Contact Person

Bob Moynihan, Counselor
Martinsville East Middle School
1459 East Columbus Street
Martinsville, IN 46151
(317) 342-6675

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

Career Education Program

Program Application

Funding Source:	Guidance funds
Number of Students Served:	140-145
Grade Level:	8

Student Selection Criteria

Eighth grade English classes

Program Objectives

One program objective is to make students aware of occupations available to them according to their interests and skills and to assist them in making high school course selections. I do this unit just before the high school counselors come out to register the eighth graders for classes. I use the "Chronicle Career" Program published by Chronicle Guidance.

Contact Person

Beverly Jones
Driver Middle School
RR 3
Winchester, IN 47394
(317) 584-4671

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

PASS

(Providing Assistance for Student Success)

Program Application

Funding Source:	State and local businesses
Number of Students Served:	The number varies from program to program and school to school. At our school, 13 sixth graders are monitored by the home support worker and all seventh graders take the Skills for Adolescence class.
Grade Level:	6-8

Student Selection Criteria

If in the program in elementary, they are continued in the program. If space is available, additional students are selected based on: teacher recommendations, poor attendance, poor academic record, and economic background.

Program Objectives

1. To increase school attendance.
2. To improve academic grades.
3. To promote more positive behavior.

Contact Person

Dr. Carolyn Brown
Corden Porter Educational Center
601 East Court Avenue
Jeffersonville, IN 47130
(812) 288-4834

JoAnn Helton
Patricia Stone
Charlestown Middle School
8804 High Jackson Street
Charlestown, IN 47111
(812) 256-6363

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Cross-Age Tutoring

Program Application

Number of Students Served: 9
Grade Level: 1 and 6-8

Student Selection Criteria

Elementary and middle school students who are at-risk, academically, emotionally, or habitually truant are selected to tutor first grade students.

Program Objectives

To enhance self-esteem, by making the younger students feel special while receiving needed one-on-one support and by making the middle school student feel more responsible and capable of making decisions.

Contact Person

Stephanie Voorhees
Columbia Middle School
1300 North Third Street
Logansport, IN 46947
(219) 753-3797

Delivery Method

Guidance Curriculum

- Responsive Services
- Individual Planning

System Support

Big Brother—Big Sister

Program Application

Number of Students Served: 77
Grade Level: 7

Student Selection Criteria

Peer leaders are chosen in the spring of each year and receive three full days of training. This program is just one area in which the high school peer leaders are used. They are chosen by former peer leaders and the sponsor through interviews and questionnaires and grades.

Program Objectives

The seventh grade class is divided into small groups of six or seven students and assigned to two peer leaders. These groups meet for a class period on four occasions during the school year. However, if a seventh grader wants other times, they can arrange another meeting. These group meetings are held during the seventh grade History class. We begin with a game or activity, then a topic is introduced by the counselor, the students break into their groups and discuss the topic with the peer leaders directing the group. The first meeting is the first week of school and the topic is adjusting to junior high. The second meeting is in October and the topic is grades and study skills. The third meeting is in February with friendships and changes as the topic. The final meeting is in May with careers as the topic.

Contact Person

Patti Spurr
North Vermillion Junior Senior High School
R.R. 1, Box 191
Cayuga, IN 47928
(317) 492-3364

Delivery Method

- ■ Guidance Curriculum
- ■ Responsive Services

  Individual Planning

  System Support

Parenting Skills for the 90s

Parent Involvement Program

Program Application

Funding Source:	Originally, a grant from First National Bank of Floyd County, IN and Louisville, KY, and also help received from Home/School Alliance (P.T.O.).
Number of Students Served:	780
Grade Level:	7-9

Student Selection Criteria

Parents of students in Grades 7, 8, and 9 sign up at our new student orientation and the fall Open House. Other parents are referred by school counselors and administrators, Child Protective Services, and the Probation Office. Ten to twelve parents are selected based on their needs and expectations for the group, as well as counselor discretion in determining whose needs can best be met.

Program Objectives

The goal of this program will be to support the total development of students in our school and community by providing parents with sufficient information and skills to help their children develop the qualities of improved self-esteem, responsibility, and cooperation.

The program begins with six sessions (once a week for two hours each) using the video-based "Active Parenting of Teens" program. After that, the parents continue to meet once or twice a month (group discussion) as a support group.

Fall and spring sessions of the Parenting Program are offered.

Contact Person

Mrs. Claudia Snider
Hazelwood Junior High School
Hazelwood Avenue
New Albany, IN 47150
(812) 949-4280

Delivery Method

- Guidance Curriculum
- ■ Responsive Services
- Individual Planning
- ■ System Support

Super Saturday Program

(At-Risk Students—Parent Involvement Program)

Program Application

Funding Source:	State At-Risk funds
Number of Students Served:	30
Grade Level:	5-6

Student Selection Criteria

Thirty fifth and sixth grade students were chosen from a student population of over six hundred students. Criteria included the following factors:

1. student is at risk both behaviorally and academically;
2. student exhibits academic ability and potential for positive growth;
3. parent/school involvement and trust at a minimal level;
4. student negative behavior has not yet established a pattern;
5. the possibility of POSITIVE academic and behavior growth evident.

Program Objectives

1. To familiarize potential juvenile offenders and their parents with elements of the local legal and postsecondary education systems.
2. To increase school involvement of parents whose children are academically/behaviorally at risk.
3. To increase parent trust level of school and its representatives.
4. To familiarize students and parents with area postsecondary educational opportunities. (Admission requirements, financial scholarships, minority recruitment, available university counseling, tutorial and remediation programs.)
5. To familiarize students and parents with the local legal system and the ramifications of negative student behavior.

Contact Person

Norma Frank, Counselor
Thomas Jefferson Elementary School
528 South Eddy Street
South Bend, IN 46617
(219) 289-5571

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Living with 10—15 Year-Olds

Program Application

Funding Source:	Local budget
Grade Level:	5-9
Number of Students Served:	10-20

Student Selection Criteria

Parents self-select and sign for parenting program.

Program Objectives

To provide participants with a basic understanding of normal, healthy development of young adolescents, with an emphasis on family interaction, sexual development, and risk-taking behavior.

Participants goals:

1. understand the normal physical, intellectual, and socio-emotional development of young adolescents;
2. understand family interactions between young adolescents and their mid-life parents;
3. learn what young adolescents want to know about sexuality and how to talk with them;
4. understand the nature of risk-taking behavior in early adolescence.

Contact Person

Dianne Shewmaker, Counselor
Owen Valley Middle School
R.R. 4, Box 12
Spencer, IN 47460
(812) 829-2249

Delivery Method

- Guidance Curriculum
- Responsive Services
  Individual Planning
- System Support

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Activities

Grades 9—12

Recovery Support Groups

(Students Returning from Psychiatric Treatment)

Activity Application

Grade Level:	9-12
Time:	50 minutes, once a week, rotating class periods
Group Size:	Seven to nine
Space Required	Private conference room where chairs can be placed in a circle
Materials Needed:	Private room with seating, confidentiality sheet for student to sign

Activity Summary

Recovery support group is designed for those students who have returned from a psychiatric treatment program in order to provide ongoing emotional support, and provide an opportunity for the student to experience positive self-growth and witness the growth in others.

Administration of Activity

1. Define the target group whose needs the support group is intended to meet.
2. Identify goals and objectives for the group.
3. Decide basic mechanical questions: number of sessions, structure, frequency, duration, location, size, basic ground rules (confidentiality).
4. Choose the selection process (how students are to be selected for group).
5. Prepare materials, activities, and exercises to utilize as needed for group sessions.
6. Choose evaluation method to determine effectiveness (student self report, check data from records, rating instruments, etc.)

Variations

Will be starting groups for alcohol/drug recovery, and also, grief in near future.

Contact Person

Jackie Graybeal, Social Worker
Logansport High School
One Berry Lane
Logansport, IN 46947
(219) 753-0441

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

Confronting Relapse Syndrome in a Recovery Support Group

Activity Application

Grade Level:	9-12
Time:	One hour per session may be done over several sessions
Group Size:	Eight to ten
Space Required:	Standard size group room
Materials Needed:	Relapse syndrome identification workbook and weekly activity sheet

Activity Summary

Purpose of the activity is to help students focus on recovery as more than staying sober. We hope the students will discover recovery as a way to change their lives.

Administration of Activity

Facilitator leads the group through a review of weekly recovery worksheet as outlined in *The Relapse Syndrome*, Terence T. Gorski.

Variations

Some variation can focus on the feelings instead of behaviors.

Contact Person

Mr. Walter Aldorisio
Center Grove Community School Corporation
2929 South Morgantown Road
Greenwood, IN 46143
(317) 881-9326

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

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Recovery Group Behavior and Growth Review

DATE:_____ GRADE:_____

Areas of Recovery	General Actions	Specific Behavior	Where and When	With Whom
1.				
2.				
3.				
4.				
5.				

Describe general response:

Counseling Students in Special Education Classes

Activity Application

Grade Level:	9-12
Time:	40 minutes
Group Size:	Eight to ten
Space Required:	Classroom
Materials Needed:	Brochures and handouts on following pages

Activity Summary

I have had the rare opportunity this school year to work with each child individually and to provide group guidance through the English classes and self-contained classroom.

Administration of Activity

On the following pages are examples of handouts used as a springboard for discussion. These group guidance aids were effective in four ways: 1) everyone received the same information at the same time 2) sharing of mutual education through questions raised and answered 3) the topics provided an area of focus 4) the time element is controlled for efficiency.

The brochure, "Touch," was instrumental in helping to explain graduation requirements and grade level placement. Since each child has a different schedule, the other half of the period was spent one-on-one. Assured that each student understood the guidelines, I followed up with a review of the transcript and/or grades on the report card.

Contact Person

Mary Holly
Westside High School
9th and Gerry Street
Gary, IN 46406
(219) 977-2100

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning

System Support

West Side Senior High School
"Touch"
Guidance Services

Servicing the School, Home, and Community

9th Ave. & Gerry Street
Gary, Indiana 46406
(219) 977-2100

Relating Educational Activities Through Counselor Help

The Couseling staff at WEST SIDE HIGH SCHOOL guarantees personalized services for students and parents during the school year. These services are designed to help students plan for a productive high school experience.

The counselors invite you to visit or call 977-2100 to discuss your child's program and other services.

Guidance Services

1. **Individual Counseling** is an opportunity for each student to discuss freely and in confidence any concerns or problems of a personal, social, or educational nature. Students should meet with their counselors for individual conferences at least once a year.

2. **Group Guidance** takes place in planned activities. (Freshmen Orientation Week), Topics include: graduation requirements, high school planning, monitoring student progress, career exploration, post-high school planning, understanding standardized test, and personal-social relations.

3. **Education Planning** provides activities and information to assist students in planning for present and future education needs. This includes registration, appropriate course selection, and planning based upon individual interest, ability, and goals.

4. **Consultation** is a process of mutual collaboration of concerned adults working together to meet the needs of an individual student or group of students. The counselor is in a position to facilitate communication among administrators, teachers, parents, and community workers.

5. **Student Appraisal and Records** help each student examine both strengths and weaknesses. The identification and exploration of abilities, achievements, and interest enable the student to make more realistic decisions. The testing program provides test data for each student. This information is maintained on the student's permanent record.

6. **Resource Coordination Service** helps counselors maintain contacts with competent people in the school, community, and outside agencies which may be able to help students in a variety of ways. These include psychologists, speech and hearing

therapists, job placement specialists, social workers, welfare agencies, and post-high school education representatives.

7. **Employment Planning** and group guidance activities in this area, occupational and vocational information are available in the guidance office. Information regarding occupations in demand as provided by the State Employment Services of the Gary-Hammond-East Chicago Area is available.

8. **Evaluation and Planning**—New guidance services are ongoing needs. Evaluation of existing programs and services include students, staff, and parents. This may include questionnaires, surveys, recommendations, and the input from other sources.

In addition to the above, the following programs are coordinated by the guidance department: independent study, correspondence study, college-level study, evening and summer school.

Grade Level Placement

You are in the	If you have
9th grade	0-7.9 credits
10th grade	8.0-16.9 credits
11th grade	17.0-25.9 credits
12th grade	26.0 over credits

Class Activities

9th

Freshmen Orientation
Group Guidance
Individual Conferences
Programming
Gifted and Talented
Programming and Assessment

10th

Group Guidance
Individual Conferences
Proficiency Testing
Career Center Orientation
PSAT/NMSQT/, ASVAB
Gifted and Talented
Programming and Assessment

11th

Group Guidance
Individual Conferences
Proficiency Testing
PSAT/NMSQT, SAT, TAP, ASVAB
Programming and Assessment
College/Technical School
Representative Visitation

12th	Senior Interview
	Individual Conferences
	Group Guidance
	Proficiency Testing
	SAT, ACT, ASVAB
	Higher Education Planning
	College/Technical School Representative Articulation
	Planning/Open House Visitation
	Scholarship/College Application/Processing
	Class Program Participation
	Financial Aid Information

Sample School Calendar

8/31/88	First Day Of School
9/5/88	Labor Day
10/18/88	College Night-IUN
10/18/88	College Night, Purdue
10/18/88	PSAT*
10/22/88	ACT*
10/25/88	ASVAB
10/27-28/88	Teacher Institute Days
11/4/88	Ending of 1st Grading Pd.
11/7/88	PSAT
11/11/88	Veterans Day (No School)
11/24-25/88	Thanksgiving Day Holiday
12/3/88	SAT
12/5-7/88	ISTEP-Writing Samples 9th and 11th
12/10/88	ACT
12/21-Jan 3/89	Winter Break
1/16/89	Martin Luther King Birthday (No School)
1/27/89	End of 2nd Grading Period 1/2 day for students
1/28/89	SAT
2/11/89	ACT
3/1/89	SAT
3/1-3/89	ISTEP 9th Grade
3/6-7/89	ISTEP 9th Grade

3/6-10/89	ISTEP Read, Math, Written, Objective, Science, Aptitude, Grade 11
3/11/89	SAT
3/24-31/89	Spring Break
4/7/89	End of 3rd grading period
4/15/89	ACT
5/29/89	Memorial Day (No School)
6/3/89	SAT
6/15/89	Last day of school

Guidance Operational Structure

Mr. Schoenborn

Freshmen-Non	Liaison
Sophomores R-Z	Facilitator
Juniors S-Z	Career Guidance
Seniors Q-Z	Newsletter/Bulletin Boards

Mr. Harris

Freshmen G-M	Programming
Sophomores F-I	Feeder Schools
Juniors F-K	Career Center
Seniors E-I	

Mrs. Hairston

Freshmen N-Z	College Articulation
Sophomores K-Q	PSAT, ACT Testing Program
Juniors L-R	Amenities
Seniors J-P	Advisory

Mrs. Holly

Freshmen A-F	"Groups" Program
Sophomores A-E	Career Ed. Articulation
Juniors A-E	Computer/Advising
Seniors A-D	Issues Work Permit
	PSAT, SAT, ACT, Seminar

Mrs. Smith

Basic Skills Coordinator	Special Ed. Programs
Case Conferences	Report Card Night

Mr. Benford

Gifted and Talented	Class Program
Career Beginnings	

Mrs. S. Hamer	Guidance Secretary
Mrs. E. Meux	Guidance Secretary
Mrs. J. Gibbs	Social Worker K-Z
Mr. R. Rule	Social Worker-A-J

Graduation Requirements in a Nutshell

- Earn 38 credits
- Successfully complete:
  - 4 years of Language Arts
  - 2 years of Mathematics
  - 2 years of Science
  - 1 year of American History
  - 1 year of Government/Economics
  - 1 year of Physical Education
  - 1 semester of Speech
  - 1 semester of Health and Safety
- Successfully complete courses necessary for Major Area of Study selected by the student.

(Remember-these are the minimum requirements. Preparation for college and/or particular careers will require more.)

What is a School Counselor?

- A licensed, specially trained, caring person
- A school person who helps all students
- A resource person
- A coordinator
- A consultant
- A group leader

Why Does a School Counselor Counsel Students Both Individually and in Groups?

- To help students develop self-understanding and self-awareness
- To help students build self-confidence and self esteem
- To help students recognize and make the best of their capabilities
- To give students an opportunity to talk about their education and personal-social concerns

- To help students recognize, understand, and work through learning difficulties
- To help students better adjust to their school and home environments
- To help students develop an awareness of the world of work
- To help students in the decision-making process

What Does a Counselor Do?

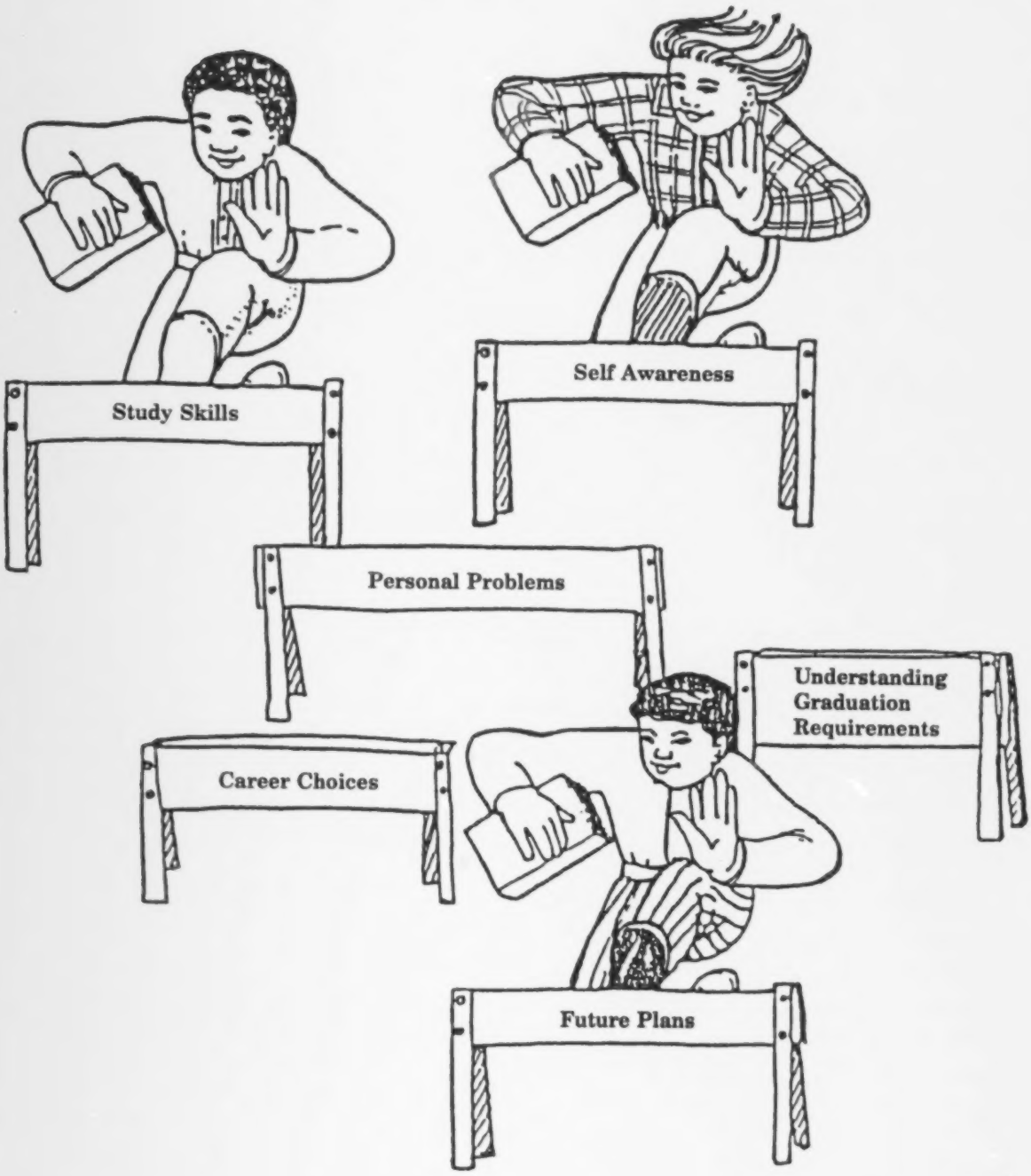
- Talks with students individually and in groups
- Helps in identifying the needs of students
- Works with potential dropouts
- Helps students relate to others
- Promotes positive attitudes and values among students
- Uses tests to provide information about abilities, achievement, interests, and needs
- Assists students with other school specialists
- Coordinates efforts with other school specialists
- Coordinates referrals to outside agencies
- Helps with school, college, job, career, and personal plans
- Maintains student confidences

How May a Student See the Counselor?

- Appointment made by the counselor
- Self-referral
- Parent referral
- Administrative referral
- Teacher and other staff referral
- Referral by a friend
- 977-2100

Mr. D. Donald Love, Principal
Mr. M. Wolverton, Asst. Principal
Mrs. E. Hord, Asst. Principal
Mr. E. Horne, Asst. Principal
Mr. W. Patterson, Dean

Counseling
Helps You Over the Hurdles



Compliments of your School Counselor: Mrs. Holly

Counseling Helps You Reflect on Life Skills

Understand Your Strengths and Weaknesses
Make Better Decisions
Acquire Better Study Habits
Identify Your Abilities, Interests, and Aptitudes
Develop Better Leadership Skills

Here are Some Counseling Services to Cheer About

Visit the Guidance Office

Requirements for High School Graduation

Activity Application

Grade Level: 9-12
Group Size: General
Space Required: Bulletin Board
Materials Needed: Printed 8 1/2' x 11' posters, see following pages

Activity Summary

Remind students constantly of their requirements for graduation

Administration of Activity

Post on all classroom bulletin boards.

Contact Person

Mary Holly
Westside High School
9th and Gerry Street
Gary, IN 46406
(219) 977-2100

Delivery Method

Guidance Curriculum

Responsive Services

- Individual Planning
- System Support

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Requirements for Graduation

1. Courses	Minimum Credits Needed
English I, II, III, IV	8
Social Studies (U.S. History, Gov't & Econ.)	4
Mathematics	4
Science	4
Speech	1
Health & Safety	1
Physical Education (one year)	1
	23
Plus Electives →	15
	38

2. ISTEP

(Indiana Statewide Testing for Educational Progress)

ISTEP is a testing program for regular education students which:

1. began during the 1987-88 school year
2. is given to grades 1, 2, 3, 6, 8, 9 and 11
3. will be given in early March
4. will test student ability to learn
5. and will test what the student has learned

3. Major Areas of Study

Each student must successfully complete the sequence of courses listed under the Major which he/she selects. They are:

Academic Studies
Business Studies
Fine Arts
Practical Arts
Technical Studies

Grade Level Classification Requirements

Students are classified according to units earned as follows:

CLASSIFICATION	CREDITS EARNED
Freshman-Grade 9	0-7.9
Sophomore-Grade 10	8.0-16.9
Junior-Grade 11	17.0-25.9
Senior-Grade 12	26.0-Over

9th Grade Orientation

Activity Application

Grade Level:	9
Time:	First semester
Group Size:	400
Space Required:	English classrooms
Materials Needed:	Student information sheet, four-year plan sheet for classes, various examples of school documents, i.e., transcript, conference request form, guidance passes.

Activity Summary

All ninth grade students will learn about filling out a four-year plan sheet listing courses for tenth, eleventh, and twelfth grade. They will also learn about various documents and rules for graduation.

Administration of Activity

Ninth grade counselor will meet with students in their English classes to discuss orientation. Usually one day is sufficient for dissemination of information.

Contact Person

Greg Martick
Decatur Central High School
5251 Kentucky Avenue
Indianapolis, IN 46241
(317) 856-5288

Delivery Method

- Guidance Curriculum

  Responsive Services
- Individual Planning

  System Support

Study Skills Program

Activity Application

Grade Level:	9-12
Time:	40 minutes
Group Size:	Up to 30
Space Required:	Classroom

Activity Summary

A study skills program is given to small groups or an entire class depending on teacher/counselor requirements. Based on the SQ3R study technique, known to many counselors, the LaPorte High School presentation uses a checklist which allows students to evaluate their own study habits. The presentation itself is based on the specific needs of students or teachers. For example, if a World History teacher and an English teacher requested a Study Skills presentation for their class, the presentation would be tailored to fit the particular class and use current assignments of the particular teacher. In all presentations, an immediate student evaluation is done, plus a second evaluation two weeks later. A teacher evaluation of each presentation is also completed.

Normally, class size presentations are given. Frequently, however, presentations are made to small groups composed of students from various classes and grades recommended by counselors or teachers.

Teacher and student evaluations supported by test scores indicate that this is a successful program. The basic Study Skills presentation is also shown on WLPS, the school channel on cable TV, at regular intervals.

Administration of Activity

Guidance Department

Variations

Listening skills, time-management skills

Contact Person

Roger Smith
LaPorte High School
602 F Street
LaPorte, IN 46350
(219) 362-3102

Delivery Method

- ■ Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

"TOPS" Tutoring Program

(Think—Organize—Prepare—Study)

Activity Application

Grade Level:	9-12
Time:	40 minutes before school
Group Size:	Any number of students
Space Required:	Classroom or lecture room

Activity Summary

"Think-Organize-Prepare-Study" tutoring session for students who need tutoring in English, math, science, and social studies.

Administration of Activity

1. Make sure room is open prior to 8 a.m.
2. Ask for teacher to volunteer by signing up for Monday and Wednesday morning assignments for the entire month. One teacher is needed from each subject area.
3. Students come in and begin studying.
4. Contact person checks with each student to see what area of tutoring is needed.
5. Teachers are directed to individual students when they come in to assist.
6. This is free service by teachers to students which tells students and parents early study assistance is provided at local school.

Variations

Try to involve a variety of teachers so it does not become one person's assignment.

Contact Person

Mrs. Judy Blough
Danville Community High School
100 Westview Drive
Danville, IN 46122
(317) 745-6431

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

■ System Support

Aptitude and Careers

Activity Application

Grade Level:	9
Time:	One period a day for two weeks
Group Size:	Regular class, 25 or so
Space Required:	Classroom and/or library or resource room
Materials Needed:	Aptitude tests to coincide with computer system. We use Career Decision Making (Houghton Mifflin and GIS, Guidance Information Service). Occupational Outlook Handbook, newspapers, computers.

Activity Summary

Students take aptitude test, key aptitude scores into computer, get printout of jobs that reflect those aptitudes; do research on one profession, write letters to sources given in GIS and Occupational Outlook Handbook, then do project or report on profession researched.

We alternated from classroom to classroom so that 250 - ninth graders shared the same experiences for two weeks. The first week was spent with aptitude test, computer research, want ads in newspaper, time lines, Occupational Outlook Handbook, and interviews. The second week was spent with English teacher writing letters to get more information and designing project.

Administration of Activity

We used two counselors, two ninth grade English teachers, also librarian and guidance secretary, as needed.

Variations

Could be many depending upon school personnel available and willing to help

Contact Person

Margaret Stewart
East Central High School
R.R. 5, Box 193 E
St. Leon, IN 47012
(812) 576-4811

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

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College/Vocational School Panel Review

Activity Application

Grade Level:	11
Time:	50 minutes
Group Size:	20-30
Space Required:	Classroom
Materials Needed:	None

Activity Summary

Graduates from the previous year's class return to the classroom to explain why they chose to continue their education beyond high school, how they chose they school they are attending, and offer advice to students preparing to make similar decisions.

Administration of Activity

I contact the graduates during Thanksgiving Vacation (since they are home at that time) and ask them to talk to juniors during U.S. History classes by sharing their college/vocational school experiences in a panel discussion format. I try to get one graduate from a large public university, one from a small private college, one from a two-year college, one from a vocational school, and one from a computer campus.

I send a follow-up letter to all who agree to participate (sample on following page) and include questions for them to think about for the panel discussion. After these topics are covered, a question and answer session concludes the presentation.

Variations

I have also included graduates from military and apprenticeship programs, as well as a graduate who talked about the sorority/fraternity life option. I have also used our activity period to gather all interested juniors together for one session instead of using U.S. History classes.

Contact Person

Hugh Rettinger
Triton Junior Senior High School
Shaffer Road
Bourbon, IN 46504
(219) 342-6505

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

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Sample Letter

Dear _____,

Thank you for agreeing to spend part of your Christmas vacation with our juniors here at (school name). The junior class will certainly benefit from your visit. The following graduates will be taking part in the program.

I will briefly introduce each one of you. After these introductions, I would like for each of you to address the following questions:

1. Why did you choose your current educational program? (i.e., the area that you are studying and the institution where you are attending).
2. What changes would you make in your educational program if you could revise it? (i.e., with your advantage of hindsight, would you have done anything differently up to this point)?
3. What advise would you give to our juniors for preparing themselves for education beyond high school?

The junior class may also be interested in your answers to the following questions:

1. How much does your educational program cost per year, and what kind of financial assistance is available?
2. What types of housing are available?
3. What kind of adjustments did you have to make in going from this school to your educational program?
4. What do you not like about your current educational program?
5. Describe the social life at your institution, (i.e., what do you do for entertainment and recreation?).

Our junior U.S. History classes meet 4th, 5th, and 6th periods. I would like for you to meet in the front office at (state time and date). Our first session will begin at (time). We should finish by (time). The school would like to invite you to stay for lunch at our expense. This will give you the opportunity to mingle with the rest of our students in the cafeteria.

If for some reason a conflict has arisen and you are unable to attend, please notify me as soon as possible, and I will find a replacement for you.

Thanks again.

Career Exploration Speech

Activity Application

Grade Level:	10
Time:	Five days
Group Size:	15-25
Space Required:	Classroom
Materials Needed:	Career Planning Program (ACT) or Self-Directed Search (Psychology Association) CLECT Computerized Information Ban (Chronicle Guidance) or GIS (Houghton-Miflin)

Activity Summary

Students are given an interest test to generate thinking in other career directions than those which they have already considered. Following the testing, students choose one of a few careers from which to prepare a speech. The speech then covers not only the chosen career, but how it was decided upon.

Administration of Activity

The teacher and counselor work together to administer the interest test. The computer information system is brought to the classroom for students to use individually. The teacher then works with the students in preparing the speech.

Variations

The speech teacher could be trained to implement the entire program. However, this is useful counselor-student contact.

Contact Person

Steve Macy or Bonita Streetman
Crawfordsville High School
201 East Jefferson Street
Crawfordsville, IN 47933
(317) 362-2340

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

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Mock Interviews

Activity Application

Grade Level:	12
Time:	20 minutes for each interview
Group Size:	One-to-one
Space Required:	Enough room for each employer
Materials Needed:	Job applications and resume

Activity Summary

Student completes an actual interview with personnel officer.

Administration of Activity

1. Collect job descriptions from local employers and post for students to sign up for two interviews.
2. Schedule a time for each interview.
3. Prepare individual evaluation sheet to be completed by personnel officer for each student interviewed.
4. Write newspaper article.
5. This activity is scheduled following Senior Employment Daze Program.

Variations

Classroom teachers require students to do a resume.

Contact Person

Jan Munter
Brownstown Central High School
500 North Elm Street
Brownstown, IN 47220
(812) 358-3453

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
- ■ Individual Planning
  System Support

Careers Mosaic

Activity Application

Grade level:	7
Time:	45 minutes
Group size:	Any size
Space Required:	Classroom
Materials Needed:	Personality mosaic (on following pages), pencils, information on John Holland.

Activity Summary

This is one of several activities used to increase career awareness and to build an interest for career day. Since we are in a junior/senior high school building, the junior high is allowed to take part in a large career day with over 80 occupations represented in a career fair format.

Administration of Activity

We have previously discussed work settings, reasons for choosing an occupation, and other activities. Since the occupations for our career day are organized and listed by Holland Code, this mosaic gives the junior high students their first introduction to what personality type they may be. I read each item and they circle the number if it sounds like them. They do the last page of the mosaic and then we talk about the results. It is a lot of fun to do and some agree and some disagree with the results. I stress that this is just one way to look at careers and it is not the only way or not necessarily the way they will think in a few years.

Variations

Can be used in higher grades. Then each year do other activities and compare the results from the seventh grade. We have a career file on each student where the various career activities from Grade 7 through 12 are kept.

Contact Person

Patti Spurr
North Vermillion Junior Senior High School
R. R. 1, P.O. Box 191
Cayuga, IN 47928
(317) 492-3364

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
  Individual Planning
  System Support

Personality Mosaic

Circle the numbers of statements that clearly sound like something you might say or do or think—something that feels like you.

1. It is important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions, so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I spend time finding ways to help people through personal crisis.
11. I enjoy competing.
12. I spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It is satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I do not mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I would rather be safe than adventurous in making decisions.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time, if I have to handle a new situation.
31. I would rather be on my own doing practical hands-on activities.
32. I am eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I will keep trying to resolve it peacefully.
35. To be successful, it is important to aim high.
36. I do not like to have responsibility for big decisions.
37. I say what is on my mind and do not beat around the bush.

38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. I get projects started and let others take care of details.
42. Being on time is very important to me.
43. It is invigorating to do things outdoors.
44. I keep asking "why?"
45. I like my work to be an expression of my moods and feelings.
46. I like to help people find ways to care more for each other.
47. It is exciting to take part in important decisions.
48. I usually have things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays, and good films.
58. I can deal with and understand people who express strong feeling.
59. It is exciting to influence people.
60. When I say I will do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I would like to learn all there is to know about subjects that interest me.
63. I do not want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I am willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I am creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It is fun to get ideas across to people.
72. I am very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendliness.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I have always been curious about the way nature works.

81. It is fun to be in a mood to try or do something unusual.
82. I am good listener when people talk about personal problems.
83. If I do not make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I think things out and the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It is very satisfying to do a task carefully and completely.

Scoring your answers

To score, circle the numbers that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Count the number of circles in each column and write the totals in the spaces below.

R_____ I_____ A_____ S_____ E_____ C_____

List the letters R, I, A, S, E, and C according to your scores, from highest to lowest:

1st _____ 4th _____

2nd _____ 5th _____

3rd _____ 6th _____

Does adding in the items you are unsure of change the order? _____

How?_____

Choosing a Career

Activity Application

Grade level:	10
Time:	2-3 days
Group size:	15-24
Space Required:	Classroom
Materials Needed:	Self-directed search, career resources and references which are housed in guidance office and library.

Activity Summary

Guidance counselors assist students in required speech class, identify interests, and investigate career paths. Students choose one career, research it, and present a speech.

Administration of Activity

Counselor administers self-directed search and helps students work through possible career choices which match their interests. Counselor and librarian show students how to use career resources and references. Students choose one career. They follow guidelines for speech as presented by the English teacher. After researching one career each student gives a five minute informative speech. The English teacher does not allow two speeches on same career.

Variations

Use different interest test and/or class.

Contact Person

Linda M. Sorenson, Guidance Director
West Lafayette Junior/Senior High School
Leslie and Grant Avenue
West Lafayette, IN 47906
(317) 743-1021
(317) 743-9502

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

Programs

Grades 9—12

Peer Facilitator Program

Program Application

Number of Students Served: 1850+
Grade Level: 9-12

Program Objectives

Each year a representative group of selected students is trained in communication skills so that students can be of service to others. The program is designed to be a supportive group; to reach a segment of the school population that might not go to an adult for help; and to complement and supplement the already existing guidance program. The program provides opportunities for students to cope realistically with their own personal lives and to accept responsibility for the lives of others at school; making life there a more positive experience. Peer Facilitators are trained in the helping skills of listening, responding, giving feedback, decision-making, and group leadership. Following their training, students are able to apply these skills by fulfilling roles of group leaders, tutors, big brothers/sisters, and friends to persons of all ages. The program helps to foster the development of skills relating to emotional growth. Since the program actively involves adults from the school, as well as the community in teaching the "helping skills," the students have a built-in support system. The program, based on the concept that students should be involved in change and controlling their environment, fosters a helping approach to the solving of various school problems. And finally, the program assists students in developing positive self-concepts while increasing greater self-awareness and a clarified system of values; to develop meaningful relationships with others; and to cope with everyday problems.

Contact Person

Dolores J. Klocke, Guidance Coordinator
North Side High School
475 East State Boulevard
Fort Wayne, IN 46805
(219) 425-7540

Delivery Method

Guidance Curriculum
■ Responsive Services
Individual Planning
System Support

213

Peer Helpers

Program Application

Funding Source:	Community donations, First Presbyterian Church
Number of Students Served:	Approximately 25
Grade Level:	9-12

Student Selection Criteria

Interested students sign up in the office. They then fill out an application form, parental permission form, and must return with personal reference forms.

Program Objectives

The High School Peer Helpers are fortunate in the fact that we are allowed to go on a retreat one weekend in October. This weekend is funded totally by the First Presbyterian Church. At this retreat the Peer Helpers are trained in communication skills, listening skills, and trust-building skills. They also learn the community agencies that might be used in making a referral. Peer Helpers are taught different problems adolescents face. Most importantly, they are taught to go to a responsible adult who can intervene when a particular problem seems too large to handle. Peer Helpers are called upon to help another student in crisis or they help out a friend in trouble. They also provide information to the student body on different subjects affecting teens.

Contact Person

Peggy Tate
Rochester Community High School
P.O. Box 108
Rochester, IN 46975
(219) 223-2176

Delivery Method

- Guidance Curriculum
- Responsive Services

  Individual Planning

  System Support

Senior Employment Daze

Program Application

Number of Students Served: Senior class
Grade Level: 12

Student Selection Criteria

All seniors

Program Objectives

Mini workshops to prepare students for locating a job, keeping a job, and living on their own.

1. Program overview of job market in the county.
2. Prepare students to do an interview for job employment.
3. Future Shock Panel - former students from the past five years return to talk about marriage, living on their own, and working.
4. Job applications - local personnel officers come and show students how to complete an application and the things he/she would look for on an application.
5. Making It On Your Own - presents how to establish a budget and how much you can realistically make in different local jobs without any postsecondary education.

Contact Person

Jan Munter, Guidance Counselor
Brownstown Central High School
500 North Elm Street
Brownstown, IN 47220-1399
(812) 358-3453

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

Tell It Like It Is

Program Application

Number of Students Served: Senior class
Grade Level: 12

Student Selection Criteria

Open to all seniors who are thinking about a postsecondary education.

Program Objectives

Allow last year's graduates an opportunity to tell current seniors the difficulties they faced in going to a postsecondary school. Problems such as: roommates, budgeting time and money, scheduling classes, amount of work required for class preparation, large classes for lectures, making friends, and working part-time.

Contact Person

Jan Munter, Guidance Counselor
Brownstown Central High School
500 North Elm Street
Brownstown, IN 47220-1399
(812) 358-3453

Delivery Method

Guidance Curriculum

Responsive Services

■ Individual Planning

System Support

S.A.I.L.S.

(Student Assistance in Logansport Schools)

Program Application

Funding Source:	At-risk funding
Number of Students Served:	Varies
Grade Level:	9-12

Student Selection Criteria

Those identified as "At-Risk" including drug/alcohol problems, suicidal, children of alcoholics, attendance problems, failing grades, abuse (emotional, physical, sexual), students returning from treatment, students with legal problems, and students whose behavior is the result of dysfunctional family systems.

Program Objectives

1. To identify students who may be troubled by physical, emotional, social legal, or family problems.
2. To assess the student and his/her life situation to make a determination as to what type of services the student may benefit from.
3. To refer students and their families to appropriate resources (both within and out of the community) to meet their needs.
4. To support students to positive social, emotional, and physical health through the use of group support.
5. To evaluate the effectiveness of the S.A.I.L.S. program through a variety of means, such as: follow-up questionnaires, checking student progress both at home and at school (grades, attendance, behavior).

Contact Person

Jackie Graybeal, Social Worker
Logansport High School
One Berry Lane
Logansport, IN 46947
(219) 753-0441

Delivery Method

Guidance Curriculum

- Responsive Services
- Individual Planning

System Support

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Crisis Intervention Team

Program Application

Funding Source:	Switchboard, Inc. received grant money from Lilly Foundation
Number of Students Served:	1850+
Grade Level:	9-12

Program Objectives

The teams, comprised of ten students and three adults, are piloted at the high school. The teams are then trained by the switchboard staff and community resource people to intervene in crisis situations involving students and staff. Training has covered such topics as suicide prevention, substance abuse, sexual and physical abuse, depression, and self-esteem. These teams will intervene in crisis situations involving students; students act as peer counselors; and the team members act as resource persons for students and school personnel dealing with crisis situations.

Contact Person

Dolores J. Klocke, Guidance Coordinator
North Side High School
475 East State Boulevard
Fort Wayne, IN 46805
(219) 425-7540

Delivery Method

Guidance Curriculum

- Responsive Services
- Individual Planning

System Support

College Preparation Testing Plan

Program Application

Funding Source:	Student and parents
Number of Students Served:	Approximately 60 - those bound for college
Grade Level:	10-12

Student Selection Criteria

Voluntary

Program Objectives

1. Expose students to both standardized national tests utilized for college entrance.
2. Keep all options for postsecondary training open.
3. Prepare students to perform at their maximum levels on the ACT and SAT.
4. Inform student and parents of their role in the process of preparing for postsecondary education.
5. Equip students with needed resources for obtaining financial aid for postsecondary training.

Resources Utilized

1. Preliminary American College Test (PACT) in October of sophomore year.
2. Preliminary Scholastic Aptitude Test (PSAT) in October of junior year. Classroom preparation in Junior Academic English and Algebra II for three days prior to testing.
3. Scholastic Aptitude Test (SAT) or American College Test (ACT) in spring of junior year and/or fall of senior year.
4. Financial Aid Information session connected with Open House in November.
5. Financial Aid Form Help Session in January.

Contact Person

Steve Macy
Bonita Streetman
Crawfordsville High School
201 East Jefferson Street
Crawfordsville, IN 47933
(317) 362-2340

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
- ■ Individual Planning
  System Support

Pursuits—A Career Developmental Program

Program Application

Funding Source:	Olin B. and Desta Schwab Foundation
Number of Students Served:	4300+
Grade Level:	6-12

Student Selection Criteria

As an individual grows and develops it is evident that many decisions must be made. Among those decisions is the process of exploring one's career options. Involved in this process is the integration of a wide variety of factors which influence those decisions. Aptitudes, interests, abilities, achievements, experiences, goals, values, motivations, and maturity are major factors. This program was developed to assist the individual student to make more thoughtful and informed career decisions. The dream for this program is that no student will be deprived of this opportunity to recognize and realize his/her talents and potentiality.

Program Objectives

The following pages list the goals and objectives of this program.

Contact Person

Edward E. Klocke
Room 138, Education Center
203 East Douglas Street
Fort Wayne, IN 46802
(219) 425-7540

Dolores J. Klocke
North Side High School
475 East State Boulevard
Fort Wayne, IN 46805
(219) 425-7540

Thomas J. Gordon
Northrop High School
7001 Coldwater Road
Fort Wayne, IN 46825
(219) 425-7560

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning

System Support

Career Development Program Goals and Objectives

GOAL ONE: The intent of the Career Development Program is to promote the need for career decision-making skills.

Objective 1.1: A public relations agent will be contracted to design a mass media promotion for both the electronic and printed media, whichever is most financially feasible and appropriate, emphasizing the need for appropriate career decision-making. The promotion is intended to encourage the community to become actively involved, to assist our young people as they work out their futures.

Objective 1.2: A special effort will be made to promote the idea of career development to the student population by means of system-wide publicity, in-school bulletins, newsletters, school newspaper articles and ads, letters to the home, PA announcements, posters, daily bulletins, etc.

Objective 1.3: A public relations agent will be contracted to design a brochure which will be used to specifically outline and describe the nature and intent of the Career Development Program. This promotional piece will be used to bring awareness of the importance of career decision-making to parents, teachers, administrators, community leaders, and other significant individuals who may be in positions of influence with young people.

GOAL TWO: The intent of the Career Development Program is to assist the school, on a continuous basis, in providing each student with appropriate data from which informed career decisions can be made.

Objective 2.1: For the secondary schools, an appraisal instrument will be selected which will assess adolescents' interests, aptitudes, and job-related experiences.

> **ITEM 2.1.1:** Continued efforts will be made to search out and examine appraisal instruments available. Each product will be evaluated to determine validity, reliability, facility of administration and interpretation, and overall usability.
>
> **ITEM 2.1.2:** An ongoing effort will be made to gather data which will assist in the development of better procedures for promoting, administering, and interpreting the appraisal instrument(s).

Objective 2.2: For the middle schools, opportunities will be provided to students to increase awareness of and to explore the possibilities in the world of work.

GOAL THREE: The intent of the Career Development Program is to provide opportunities for parents to become actively involved in this critical career decision-making process.

Objective 3.1: A brochure which will outline and describe the nature and intent of the Career Development Program will be distributed to all parents.

Objective 3.2: Parents and students will be provided an opportunity to meet together in individual and/or group counseling sessions. These seminars will focus on:

a) CAREER INFORMATION (computer-assisted information, directories, *Occupational Outlook Handbook*, a variety of information manuals);
b) INTERPRETATION of the appraisal results;
c) ASSIMILATION of other information from the student records (grades, abilities, attendance, achievement, credit evaluation sheets, etc.);
d) UTILIZATION of the decision process as the student selects career(s) which would capitalize upon the student's strongest interests, capacities, and abilities, as well as individual motivational factors;
e) SELECTION of an educational plan to include high school courses and other activities which will enable the student to develop competencies required for the student's intended career(s);
f) SELECTION of post-high school education/training programs which will help the student reach the intended goal(s).

GOAL FOUR: The intent for the Career Development Program is to provide the basis for more comprehensive career exploration experiences for the student. Suggestions for career exploration activities might include:

"Shadowing" Program
Mentor Program
Individual/Group Guidance
Individual/Group Counseling
Higher Education Day
Regional Higher Education Exposition ("Directions")
Lunch with a Giant Program
Explorer Posts
Citizen Apprenticeship Program (United Way/AFL/CIO)
Cooperative Education (SME, COE, ICT)
Career Center Programs
Student Executive Intern Program
Career Seminars/Workshops/Institutes/Camps/College Classes
Career Days/Engineers' Week/Minority Career Days
Volunteer Experiences (Hospitals/Red Cross/Community Agencies)
Junior Achievement
College Representative Visits
Campus Visitations
Minority Scholars Programs
Computer-Assisted Career Exploration
Adopt-a-School Program
Part-time Summer Jobs
Public/School Library
Parents

Freshman Early Warning Systems

Program Application

Funding Source:	School budget
Number of Students Served:	Varies
Grade Level:	9

Program Objectives

The Freshmen Early Warning System (FEWS) evolved from our awareness of the problems often encountered by some freshmen entering a high school environment. When our school made the change from a three year to a four year school, the opportunity existed to develop a general program to reduce some of the common problems which can lead to a host of potentially serious consequences.

A letter is sent during the third week of school to each ninth grade teacher explaining the rationale, goals, and procedures of the FEWS program. On a separate sheet, the teachers record their opinions of the academic progress, potential for success, and observed study habits and attitudes of any student they feel is experiencing social or academic adjustment problems. The success of the program depends entirely upon these teachers and their professionalism, understanding, and committment. Teacher support is critical.

As student forms are collected, it is usual for a student to be mentioned by several teachers. In each case, counselors evaluate the data, speak to the student, and help with the problems as indicated. Help might include study/listening techniques, problem solving, social adjustment counselor, or, if indicated, even referral. In addition, a letter is sent to each parent explaining FEWS and enlisting parental support in helping the student. Each letter has specific suggestions for parental action and a request to call the counselor. A large majority of problems encountered are simply the result of poor study habits, low self-esteem, or immaturity. These, once identified, can be helped and a multitude of potential future problems prevented. More serious problems are handled as required. The program is successful. Adjustment for the students involved is facilitated.

Contact Person

Roger Smith
LaPorte High School
602 F Street
LaPorte, IN 46350
(219) 362-3102

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

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Coordination of Guidance Services

Program Application

Funding Source: In part from Career/Computer Replication Grant; computer and software furnished by the corporation.

Grade Level: 9

Student Selection Criteria

Everyone in the ninth grade was selected (even Special Education) since all students need career information and information on subject and/or college selection.

Program Objectives

Information on all the activities listed below are placed in a portifolio for student and family review and reference in the future:

Self-esteem
All work is of worth
Career Information
Aptitudes of each student
Jobs based on aptitudes
Use of computer
Letter writing/getting information
Subject selection in high school
Use of Occupational Outlook Handbook
Realistic look at job expectations
Value of staying in school
Interview skills
Resume' skills
"Grade" in English for all of the above in terms of final project.

Contact Person

Margaret Stewart, Pupil Personnel Coordinator
East Central High School
RR 5, P.O. Box 193-E
St. Leon, IN 47012
(812) 576-4811

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

F.A.M.E.

(Faculty Advisement for Motivation in Education)

Program Application

Funding Source:	Local budget
Number of Students Served:	All
Grade Level:	7-12

Student Selection Criteria

Groups of 15 students are assigned to teacher advisor who follow the students through Grades 7-12.

Program Objectives

I. Faculty advisement is a team of professionals working together to promote student adjustment and success in school.

II. The purpose of faculty advisement is to assist students in the following areas:
1. school adjustment
2. social/personal growth
3. academic planning/learning skills
4. career/life planning

III. The functions of the professionals.
1. The persons involved in advisement are the principal, the classroom teacher, and the counselor/social worker.
2. The role of the faculty advisor is to work with a small group of students daily, on a personal basis.
3. The role of the building coordinator is to work with the faculty advisors and counselors to provide materials, resources, and to otherwise support the program.
4. The counselor's role is to work as a resource to the faculty advisor and to provide assistance in program planning.
5. The principal's role is to provide planning, support for, and monitoring of the program.

IV. The plan for this year is:
1. Each advisor will have a small group of students with whom he/she will meet daily, the first 15 minutes of the day.
2. Each advisor will facilitate activities to assist the student in accomplishing the four purposes of advisement.
3. A planned calendar of activities and specific materials will be provided.
4. Each advisor will provide a homebase for students throughout their school career.

V. Calendar of Advisement Activities

Contact Person

L. Gail Edwards
Guidance Consultant
Indianapolis Public Schools
Pupil Personnel Services
120 East Walnut Street
Indianapolis, IN 46204
(317) 336-4411

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
- System Support

255

Social Skills for Emotionally Handicapped

Program Application

Funding Source:	Grant from Montgomery County Friends of Mental Health
Number of Students Served:	4 or more
Grade Level:	10-11

Student Selection Criteria

Identification and placement in Emotionally Handicapped program.

Program Objectives

With the help of a Mental Health therapist and counselor we hope to:

1. Foster skill development in students who have not developed their social skills to a productive level.
2. Provide a supportive environment for students to openly share their struggles in coping with their life.
3. Develop leadership as new skills are developed.
4. Enhance the school environment by helping to solve behavior problems.

Contact Person

Steve Macy
Bonita Streetman
Crawfordsville High School
201 East Jefferson Street
Crawfordsville, IN 47933
(317) 362-2340

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

Split Situation: A Project of Divorce Group Counseling

Program Application

Funding Source: Guidance department budget
Number of Students Served: 6-10
Grade Level: 7

Student Selection Criteria

Students volunteered to be in group counseling if they have experienced or were experiencing family divorce. The group met weekly for seven sessions on a rotating class schedule so that they would only miss one class once.

Program Objectives

Students as they discussed their mutual problems and concerns asked that they might prepare a brochure that could be shared with others going through the same difficulty.

Preliminary steps included viewing the filmstrip "My Parents are Getting a Divorce" and reading books and articles assigned by the counselor.

Each group member interviewed ten students from divorced families and compiled their information to make the brochure.

A computer paraprofessional helped with the instruction on the computer in making the actual product.

Copies were made available to interested students and to the school's media center. A sample follows.

Contact Person

Aurore Johnson, Counselor
Kay Pruett, Guidance Director
Ben Davis Junior High School
1155 South High School Road
Indianapolis, IN 46241
(317) 244-2438

Delivery Method

Guidance Curriculum

■ Responsive Services

Individual Planning

System Support

257

Individual Junior Appointments—Consultation

Program Application

Number of Students Served: Junior class
Grade Level: 11

Student Selection Criteria

All juniors and parents are invited and encouraged to come. Nearly all take advantage of the program.

Program Objectives

1. Encourage juniors and parents to seriously begin postsecondary planning.
2. Inform juniors and parents of optimum times for college visits, applications, and scholarships.
3. Answer questions about college applications, school records, and test scores.
4. Share information about college selection service and alternate postsecondary planning.
5. Acquaint students and parents with resources available, i.e., computer college search, Guidance Information Service (GIS), college catalogs, handbooks, etc.

Contact Person

Linda M. Sorensen, Guidance Director
West Lafayette High School
Grant and Leslie Avenue
West Lafayette, IN 47906
(317) 743-9502

Delivery Method

Guidance Curriculum

Responsive Services

■ Individual Planning

System Support

Preparing for College in High School

Program Application

Number of Students Served: 70
Grade Level: 9-10

Student Selection Criteria

All freshman and sophomore parents are invited.

Program Objectives

To acquaint parents and students with the necessary and advantageous planning and information required for college entrance.

1. Panel of parents experienced in sending students to college, expressing what they have learned is important.
2. Explanation of high school courses required for college admission.
3. A discussion of the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and American College Test (ACT). Explaining why the tests are used, when to take them, and how to use the results.
4. Presentation of all college preparatory and test information available in the Instrumental Media Center.
5. Discussion of the steps to take in the college admission process utilizing the handout "Checklist for College Planning," a current school scholarship listing, and an announcement of the annual Financial Aid Workshop time and place.
6. Presentation on Time Management and Study utilizing a handout "Tips for Studying."
7. Panel of current college freshmen presenting ideas they deem important for parents and students.

Contact Person

Barbara Beck, Senior Counselor-Coordinator
F.J. Reitz High School
One Forest Hills
Evansville, IN 47712
(812) 423-1156

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
- ■ Individual Planning
  System Support

Active Parenting of Teens Group

Program Application

Funding Source:	School budget or donation
Number of Students Served:	Depends upon the number of program repetitions
Grade Level:	7-12

Student Selection Criteria

Parents of students self select.

Program Objectives

Currently using parenting group to support parents in using practical theories of discipline, self-esteem, communication, and family enrichment. Discuss issues of sex and drug use with teens.

1. Training of use of the *Active Parenting for Teens* program.
2. Advertise and promote the group.
3. Contact with those parents interested.
4. Conduct groups.
5. Follow-up and evaluation.
6. Could include teens in group with their parents.

Contact Person

Cheryl Clayton
Lincoln Middle School
2901 Usher Street
Logansport, IN 46947
(219) 753-7115

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

269

Dave Hefner International Exchange Fund

Program Application

Funding Source:	Donations
Number of Students Served:	Varies
Grade Level:	9-12

Student Selection Criteria

Any student who is interested in studying in a foreign country may apply for a grant. Students must be accepted into an approved foreign country exchange program and have a financial need.

Program Objectives

The high school has been active in promoting international exchange programs for a number of years. The Dave Hefner Fund was established to perpetuate this interest in other cultures and international understanding. The fund has now developed to the point of being a significant financial resource for students who become exchange students, as well as foreign students who come to our school. Students from area schools may also apply for grants. Funds for this not-for-profit organization have been raised by various individuals and groups and have been invested in certificates of deposit. The interest earned is used for annual awards. The allocations are based upon the number of applicants each year and their respective needs as they participate in established programs. At the present time, approximately $5,000 per year is awarded to students who participate in these programs. Developed in the spring of 1974, the fund has made yearly awards to students since 1976. The Board of Directors is committed to the program and has made efforts to insure that the program will be ongoing.

Contact Person

Dolores J. Klocke, Guidance Coordinator
North Side High School
475 East State Boulevard
Fort Wayne, IN 46805
(219) 425-7540

Delivery Method

Guidance Curriculum

Responsive Services

- Individual Planning

System Support

Teen Parenting

Program Application

Number of Students Served: 120
Grade Level: 9-12

Student Selection Criteria

Students self-select or a referral comes from teachers, parents, counselors, or peers.

Program Objectives

All schools convene two sessions to aid and to inform pregnant teens in decision-making regarding child birth. Presenters are used for the sessions from New Beginnings, Planned Parenthood, and other community agencies/groups.

Groups formed to discuss:

1. Social/emotional problems - counselors monitor groups
2. Prenatal problems - nurse
3. Academic issues - counselors
4. Nutrition - nurse, home economics teacher
5. Child psychology/child care - counselors, nurse
6. Legal problems - attorney

Contact Person

Sharon David
Decatur Central High School
5251 Kentucky Avenue
Indianapolis, IN 46241
(317) 856-5288

Delivery Method

Guidance Curriculum
- Responsive Services

Individual Planning
System Support

262

Partners in Education

Program Application

Number of Students Served: Entire school community
Grade Level: 9-12

Program Objectives

The Partners In Education (PIE) program is a cooperative venture of the school corporation, Chamber of Commerce, and the business community. Designed to motivate students in all curricula, to provide occupation information to students, and to make students aware of occupational opportunities. The program includes several components, two of which are described below.

Town and Gown—Any student who attains a 3.1 GPA for any six week grade period receives a stamp on his/her school identification card. This entitles the students to a ten percent discount at any participating merchant. The program is generously supported by the business community and is extremely popular with students. It has definitely motivated many students.

Industrial Co-Visitation Program—Designed to provide businessmen the opportunity to observe school programs and to provide counselors and administrators a current view of local industrial environment, this program gives each group a realistic view of the other's needs and perspective. Counselors are able to give students more reliable and current information about future employment and the scope and requirements of local industries. The benefit to students from this visitation program is significant.

Contact Person

Roger Smith
LaPorte High School
602 F Street
LaPorte, IN 46350
(219) 362-3102

Delivery Method

- Guidance Curriculum
  Responsive Services
- Individual Planning
  System Support

263

Activities

Grades K—12

Dealing with Labeling and Discrimination

Activity Application

Grade Level:	K-12, adults
Time:	20 minutes plus 15 minutes follow-up discussion
Group Size:	Seven or eight students in each group. Some may want to observe rather than participate.
Space Required:	Classroom size, depends on number of groups formed.
Materials Needed:	Labeling stickers or computer tape strips with responses printed on each.

Sticker 1, **Listen To Me**
Sticker 2, **Respect Me**
Sticker 3, **Tell Me I'm Right**
Sticker 4, **Tell Me I'm Wrong**
Sticker 5, **Ignore Me**
Sticker 6, **Listen To Me**
Sticker 7, **Ridicule Me**

Activity Summary

Students gain insight into the feelings of others and actually experience the cruelty of labeling other people.

Administration of Activity

The students will each get a sticker placed on their foreheads. They will not be allowed to see what is written on their own forehead, only that which is written on their classmates. They must only observe the other's labels and are not allowed to say out loud what is on each person.

Give a topic of interest (e.g., lunchroom rules, racism, student code of conduct) so that the students may discuss in groups. Each student must respond according to the label on that person's forehead.

A suggestion for this activity would be to place labels, like "Ignore Me" on an outgoing student's forehead.

A discussion should follow the activity.

Contact Person

Jennifer Jordan
River Valley Middle School
2220 New Albany
Charlestown Road
Jeffersonville, IN 47130
(812) 288-4848

Delivery Method

- Guidance Curriculum
- Responsive Services

Individual Planning

System Support

265

Teacher Appreciation

(Day or Week)

Activity Application

Grade Level: All
Time: One day or one week
Group Size: Total school population
Materials Needed: Free materials from local business/industry (i.e., balloons, cake)

Activity Summary

A special day or week to recognize teachers, public relations.

Administration of Activity

This was once scheduled at a convenient time during the school year, but now is held in conjunction with National Teachers' Day and activities are now done for all building levels in conjunction with our local Teachers Association. Activities for a special Teachers' Day or Week have included: contacting various local businesses in requesting small complimentary items that are "freebies" (public relations advertisements for businesses), pens, notepads, coupons from fast-food restaurants, daily planners, etc. (Often businesses are only too happy to donate these items.) Collecting these items and placing them in teachers' mailboxes. Publicizing Teacher Appreciation Week/National Teachers' Day on radio, electronic billboards, business billboards, and through newspapers. Counselors and administrators offering to teach a class for teachers in order to give them an extra break (in recent years we have had a "contest" where a teacher's name has been drawn by each counselor and administrator, who will then teach a class of the teacher's choosing.

Students are involved and encouraged to say, "Thank You," to teachers. Student Council often will provide some funding (balloons or a cake in Teachers' Lounge, etc.) Administrators usually prepare a Teachers' Breakfast.

Contact Person

Dianne Shewmaker
Owen Valley Middle School
R.R. 4, Box 12
Spencer, IN 47460
(812) 829-2249

Delivery Method

Guidance Curriculum

Responsive Services

Individual Planning

■ System Support

265

Positive Attitude—Self-Care

Activity Application

Grade Level: K-12
Time: Five minutes
Space Required: Counseling Office
Materials Needed: One index card, poster, or paper

Activity Summary

I try to have a positive attitude at school. I have the poster of the following pages posted in my office to remind me of my commitment.

Administration of Activity

Counselor

Contact Person

Wendy Truedell
Eastbrook Elementary
7839 New Augusta Road
Indianapolis, IN 46268
(317) 298-2784

Delivery Method

Guidance Curriculum
Responsive Services
Individual Planning
■ System Support

How to Think Positively

1. Form a positive image of yourself and practice visualizing it.

2. Watch your language for one week, and try to make it all positive.

3. Whenever a negative thought comes to mind, push it out of your mind.

4. Compliment others and yourself.

5. Smile!

Hallway of Recognition

Activity Application

Grade Level:	Elementary and all levels
Time:	Every two weeks during school year
Space Required:	A wall

Activity Summary

Giving recognition to students of all grades on different themes every two weeks.

Administration of Activity

I ask teachers of all grade levels to submit to me a name for the "Hallway of Recognition." Each two weeks I have a different theme. Example: Citizenship, Sportsmanship, Most Improved Student, Math (excel), Spelling, Writing, etc. I then announce names over loud speaker and take their pictures. I display all children's pictures by grade level on "railroad cars." I change the theme each two weeks in order for all children to have an opportunity to be recognized. The children receive their pictures with a certificate of recognition at the end of two weeks. Our town paper comes to our school and takes a group picture of the children. The teachers receive a slip of paper in mailboxes. This is the only requirement of the teacher.

Theme:
Name:
Room#
Return by:

Contact Person

Ethel Yoder
J.E. Ober Elementary School
801 East Houston Street
Garrett, IN 46738
(219) 357-3115

Delivery Method

Guidance Curriculum

- ■ Responsive Services

Individual Planning

- ■ System Support

269

College/Vocational School Panel Review

Activity Application

Grade Level:	11
Time:	50 minutes
Group Size:	20-30
Space Required:	Classroom
Materials Needed:	None

Activity Summary

Graduates from the previous year's class return to the classroom to explain why they chose to continue their education beyond high school, how they chose they school they are attending, and offer advice to students preparing to make similar decisions.

Administration of Activity

I contact the graduates during Thanksgiving Vacation (since they are home at that time) and ask them to talk to juniors during U.S. History classes by sharing their college/vocational school experiences in a panel discussion format. I try to get one graduate from a large public university, one from a small private college, one from a two-year college, one from a vocational school, and one from a computer campus.

I send a follow-up letter to all who agree to participate (sample on following page) and include questions for them to think about for the panel discussion. After these topics are covered, a question and answer session concludes the presentation.

Variations

I have also included graduates from military and apprenticeship programs, as well as a graduate who talked about the sorority/fraternity life option. I have also used our activity period to gather all interested juniors together for one session instead of using U.S. History classes.

Contact Person

Hugh Rettinger
Triton Jr. Sr. High School
Shaffer Road
Burbon, IN 46504
(219) 342-6505

Delivery Method

- ■ Guidance Curriculum
  Responsive Services
- ■ Individual Planning
  System Support

270

Sample Letter

Dear _____,

Thank you for agreeing to spend part of your Christmas vacation with our juniors here at (school name). The junior class will certainly benefit from your visit. The following graduates will be taking part in the program.

I will briefly introduce each one of you. After these introductions, I would like for each of you to address the following questions:

1. Why did you choose your current educational program? (i.e., the area that you are studying and the institution where you are attending).
2. What changes would you make in your educational program if you could revise it? (i.e., with your advantage of hindsight, would you have done anything differently up to this point)?
3. What advise would you give to our juniors for preparing themselves for education beyond high school?

The junior class may also be interested in your answers to the following questions:

1. How much does your educational program cost per year, and what kind of financial assistance is available?
2. What types of housing are available?
3. What kind of adjustments did you have to make in going from this school to your educational program?
4. What do you not like about your current educational program?
5. Describe the social life at your institution, (i.e., what do you do for entertainment and recreation?).

Our junior U.S. History classes meet 4th, 5th, and 6th periods. I would like for you to meet in the front office at (state time and date). Our first session will begin at (time). We should finish by (time). The school would like to invite you to stay for lunch at our expense. This will give you the opportunity to mingle with the rest of our students in the cafeteria.

If for some reason a conflict has arisen and you are unable to attend, please notify me as soon as possible, and I will find a replacement for you.

Thanks again.

Programs

Grades K—12

Elementary School Guidance and Counseling Program

Program Application

Funding Source: Supported through school board allocation of school corporation resources

Number of Students Served: 1,969

Program Objectives

All students need the freedom to become more self-actualizing, more fully functioning, or more closely approximating their highest levels of potential. Through a combination of services, the elementary school counselors implement program objectives designed to provide each student with a set of skills and experiences which foster learning.

These services can be divided into five general areas, with each part holding a significant importance to the overall program. Classroom guidance, the first of these services, is a coordinated curriculum centering on a developmental approach. Spanning all grade levels, each student is assisted in developing an understanding of self, others, communication skills, and decision-making skills.

A second major aim of our program is to meet individual or small group needs along personal, social, or emotional lines. This is accomplished via individual or small group counseling sessions which are designed to reach out to the total student body; embracing the wide array of educational programs found in schools today.

A third area, consultation/education, offers a wealth of information to parents, teachers, and administrators alike. From alerting teachers of the special needs or concerns of students, to providing consultative or referral services to parents, to confering with the building administrator, these duties give an added dimension to the school's guidance and counseling program and, in the end, the school itself.

The tools to help support the consultation/education area come from professional development. Here the elementary school counselors evaluate and update their program; take an active role in building level or system- wide committees; network at conferences, workshops, and meetings; and keep abreast of pertinent issues by selective reading and membership in professional organizations.

Finally, other services exist in the guidance and counseling program which do not fall into any one particular category. Nevertheless, activities like orienting new students to the school, providing for positive transitions between levels and schools, and helping to enhance a positive school climate are all worthwhile and necessary endeavors for the elementary school counselors.

Contact Person

Greg Slyford, Guidance Counselor
Lafayette Central Elementary School
11015 Lafayette Center Road
Roanoke, IN 46783
(219) 436-6000

Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

273

S.A.I.L.S.

(Student Assistance in Logansport Schools)

Program Application

Funding Source	At-Risk and Drug-Free schools
Grade Level:	K-12

Student Selection Criteria

Referrals by teachers, administrators, and all other school staff.

Program Objectives

1. To provide assistance to any students who are troubled by physical, emotional, social, legal, or family problems.
2. To find the best possible means of support or assistance for these students, either in school (i.e. individual counseling, possible support groups, special programs) or outside placement and counseling.

Contact Person

Dr. David Nesper
Logansport Community School Corporation
2829 George Street
Logansport, IN 46947
(219) 722-2911

Stephanie Voorhees
Columbia Middle School
1300 North Third Street
Logansport, IN 46947
(219) 753-3797

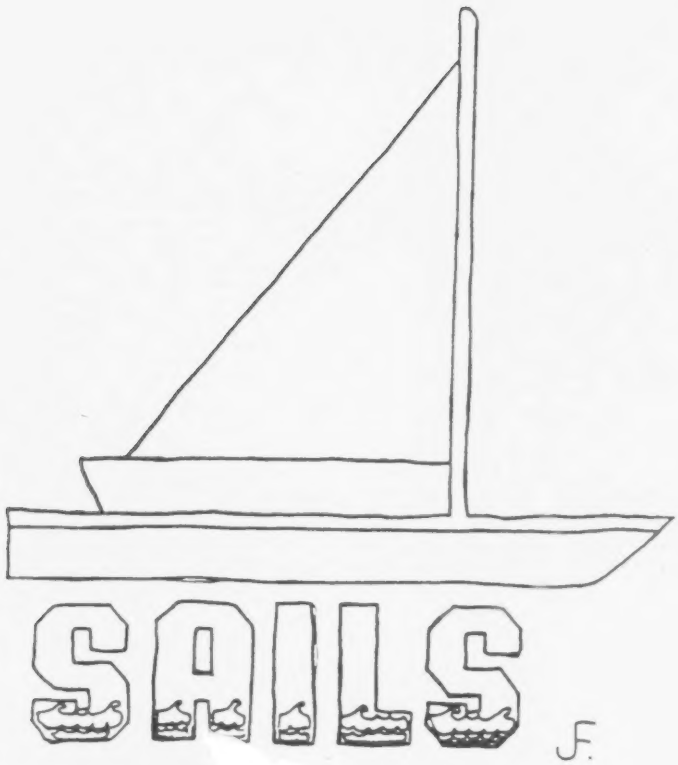
Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support



Student Assistance in Logansport Schools

S.A.I.L.S.

Logansport High School

Lincoln Middle School

Columbia Middle School

Columbia Elementary School

Daniel Webster Elementary School

Fairview Elementary School

Franklin Elementary School

Tipton Elementary School

I. Philosophy

Logansport Community School Corporation believes that the school environment should be a place that maximizes learning and minimizes harmful influences that interfere with learning. The high school further believes that sometimes students face problems in their lives which limit their own learning, and in the extreme may damage or destroy a young person's life. The effects of these serious problems often spread beyond the individual person and can also negatively effect others around them as well as the instructional climate of the classroom.

Research has indicated that personal problems in a student's life can have a detrimental impact upon their school peformance, attendance, and/or school conduct. It is therefore deemed advisable that the school take an active role in guiding and supporting students to good physical and emotional health, to ensure a successful transition from adolescence to young adulthood.

II. Policy

Logansport Community School Corporation establishes a student assistance program entitled, S.A.I.L.S., (Student Assistance in Logansport Schools).

The purpose of the program is to provide assistance to any student (grade K - 12) who is troubled by physical, emotional, social, legal, or family problems.

The program will consist of a team of staff who draft policy language, design procedures, and promote program awareness in order to identify, assess, refer and support students whose behavior interferes with their own education and safety, or those of others.

A Core Team will be organized from volunteer faculty and staff members who will be formally trained to assist students in a systematic and professional manner. The involvement and support of all staff members will be enlisted to insure a successful program.

The S.A.I.L.S. program shall function according to the following guidelines:

A. Any student may be referred to the student assistance program by any faculty staff member, or other concerned persons including parent/guardian, peer, or community representative. A student may also self-refer to the program.

B. Reasons for referral may include but are not limited to the following guidelines:
   1. The student manifests signs, symptoms, or indication of the presence of a physical, social, emotional, legal, or family problem which interferes with the student's ability to function at school.
   2. The student exhibits a pattern of definite and repeated unacceptable or unsatisfactory performance which is not corrected through regular methods of intervention.
   3. The student violates a school rule or state or federal statute.

C. The decision to request or accept assistance from the student assistance program will be voluntary on the part of the student. All students, whether participating in the assistance program or not will be expected to abide by all school rules governing student conduct and academic performance.
   1. In the event that intervention/assistance is recommended for a student, the awareness and support of the student's parent/guardian is extremely important.

a. Parents of all students participating in the student assistance program will be specifically notified of their son/daughter's involvement at some point during their participation in the program.

b. In cases where students participate in the program through self-referral or other avenues, parents will be notified as soon as practicable. The student assistance staff will document reasons for a decision to postpone parent notification and involvement.

c. In such cases where either the student or parent/guardian do not wish to cooperate in making needed assistance available, the student's status in school may have to be reevaluated taking into account the best interests of the student, the nature of the problem, and the health, safety, welfare, educational opportunity, and rights of other students and staff.

D. No student who self-refers to the assistance program will have any academic or extra/co-curricular opportunities limited to denied solely because of a self-referral to the SAILS program or participation therein.

E. Self-referrals by students or their parent or guardian seeking assistance for their child will be conducted in a confidential manner.

1. Any records will be maintained in the office of the student assistance coordinator and will not become part of the student's permanent records. All such records will be accorded the high degree of confidentiality accorded to medical records and will not be disclosed to anyone other than the student or student's parent or guardian and other school personnel permitted by law, except under a court order compelling disclosure or a written request signed by the student or the student's parent/guardian if the student is under 18 years of age. Release of any such records shall be in accordance with state and federal law.

2. Any services or materials rendered or provided by the student assistance staff shall be without charge to the student. Any services or materials rendered or provided by professionals outside the school system will be at the student's and his/her parent's or guardian's cost. The school will assume no responsibility for payment of such costs. In the event a student and his or her parent or guardian is unable to afford professional assistance, the school will make every attempt to assist in the payment for services.

F. Upon referral to the student assistance program, the student assistance coordinator may consult with the student, and or other staff members in an attempt to assess the nature and scope of the student's problem. This initial screening will result in one or more of the following recommendations:

1. No ongoing personal or performance problem at this time; no further action is necessary.

2. Further assessment interviews are recommended with professionals outside the school system.

3. The student is requested to contract for specific behavioral changes monitored through regular meetings with appropriate designated staff.

4. The student may be referred to and be expected to complete an in-school support group, after which additional recommendations will be made.

5. The student requires involvement of other community services.

G. The responsibility for conducting the student assistance program will be handled by the building administrator (or his/her designee) who will interpret the school's policy to students, staff, parents, and the community.

H. Evaluation tools will be utilized throughout the school year to determine program effectiveness, and provide data for program improvement.

III. Procedures for referrals to S.A.I.L.S. (Student Assistance in Logansport Schools)

A. The faculty/staff member observes behavior or behavior changes that present a concern.

B. The faculty/staff member records the observations on a referral form.

C. The faculty/staff member shares their concern with the student.

D. If behavior changes in an acceptable/healthy manner, faculty/staff member will continue to monitor student and keep referral form in their own file for future reference.

E. If behavior continues to occur, faculty/staff member will fill out student referral form and send it to the home/school relations office. (Faculty/staff member will continue to handle isolated incidents through standard corrective measures.)

F. Home/school relations counselor will review data presented to determine immediacy of concern. Upon that determination home/school relations counselor will take one or more of the following steps:

1. Collect further data from the student, school staff, school records, parent/guardian, community representatives, significant others, etc.
2. Place student's name on the agenda for a Core Team meeting and invite referring faculty/staff member to meeting where concerns will be addressed.
3. Discuss referral with Core Team members and assign a case manager to collect additional information if home/school relations counselor has determined no immediate need to address concerns on the day the referral is received.

G. At weekly Core Team meetings, all collected data will be discussed, evaluated, and a course of action is recommended. This will include but not be limited to the following:

1. Need to gather additional information at this time from sources cited in 6(a).
2. Parent conference is held to discuss concerns and make recommendations.
3. Further assessment interviews are recommended with professionals outside the school system.
4. The student is requested to contract for specific behavioral changes monitored through regular meetings with appropriate designated staff.
5. The student is referred to and will be expected to complete an in-school support group, after which additional recommendations will be made.
6. The student requires involvement in other community services.
7. No ongoing personal/performance problem at this time; no action is taken, however, monitoring of student is continued.

H. Follow-up is conducted by designated Core Team members to determine if student and parent/guardian have initiated recommended course of action.

I. Follow-up; (feedback on recommendations given to faculty/staff member who made referral).

Substance Abuse Policy for Logansport HIGH SCHOOL School Year 1989-1990

I. Philosophy

Logansport High School has a responsibility to protect the health and safety of all students by making every effort to ensure a drug free environment wherein learning can take place.

The high school further recognizes that students often need education, assistance, and support because of their own drug abuse. Since chemical dependency is preceded by the abuse of alcohol and or other drugs, the school system wishes to provide an opportunity for education and/or assistance to any student displaying signs of harmful involvement.

Whenever harmful factors arise such as students using/abusing illegal chemicals that interfere with their school performance, Logansport High School will utilize its resources to address the problem with as little interruption to the learning environment as possible.

Further, school officials expect and encourage positive parental involvement along with other segments of the community that have a role in helping students to remain drug-free.

II. Terminology

The following terms are defined for the purpose of understanding the Substance Abuse Policy.

Chemical Use Assessment: an evaluation made by trained professionals of an individual's alcohol and other drug use. The assessment is based on interviews, and is usually available from reputable facilities free of charge.

Reintegration Plan: an individualized plan of assistance that is developed to help a student upon return to school from a suspension, expulsion, or treatment facility. One purpose of such a plan is to prevent subsequent offenses.

Student Assistance Program (SAILS): formalized program within the school setting designed to recognize and offer help to any student in grades K-12 experiencing personal or family problems, including those problems related to the use of alochol and other drugs. (see attached SAILS program description).

Sharing: students are often found sharing their supply of alcohol/drugs with members of their peer group. This does not constitute dealing, which is defined as the illegal sale of drugs/alcohol from one person to another.

Intervention Council: The council shall make recommendations to the student/parents regarding cases of substance use, misuse, and abuse. The council shall be composed of the building principal or designee, Dean(s) of students, guidance counselor(s), home/school relations counselor, and other appropriate designated staff members. The input and consent of parent(s)/guardians will be continually sought throughout this process. The Intervention Council would not remove ultimate legal responsibility from the building principal and the parents in regard to student due process.

III. Alcohol and Other Drug Use Policy Parameters

A. The policy must be equally applied to every student regardless of circumstances. Student typically will respond positively to a policy that is fair and consistently enforced.

B. Drugs covered under this policy include any alcoholic beverage, marijuana, crack, cocaine, narcotic drug, inhalant, illegal steroid, barbituate, amphetamine, or any other stimulant, depressant or intoxicant of any kind, or any substance represented to be any of the above. The proper use of a drug authorized by a medical prescription from a physician is not a violation of this policy.

C. The possession, sale, manufacture, transmission, purchase, or use of alcohol and other drugs (refer to 2 above) or drug paraphenalia or being under the influence of alcohol and/or other drugs on school grounds or at school sponsored activities is strictly prohibited. This includes: 1) on school grounds during and immediately before or after school hours, 2) on the school grounds at any other time when the school is being used by any school group, or 3) off the school grounds at any school sponsored activity, function, or event.

D. Reasonable suspicion that one will find evidence of a violation of law or school rule is cause for school officials to use appropriate measures as provided by law, including but not limited to: calling the police, searching student lockers, searching the person and personal possessions of the student, detaining the student, etc.

IV. Disposition Procedures for Secondary Students

The following applies to students at Logansport High School (Grades 9-12) attending school or school related events. Statutory due process will be followed in cases of suspension, expulsion or exclusion from school. The disposition of each offense may be decided at the discretion of the building principal in conformance with this policy.

A. **Witnessed Offense:** Student is found to be under influence of or in possession of alcohol/drugs:

1st Offense

1. Parent or guardian will be notified.
2. Proper legal authorities will be notified.
3. Student is suspended from school for 5 days with recommendation of expulsion to the superintendent.

The recommendation for expulsion will be waived on the first offense if the following criteria are met by the student and parent(s)/guardian: Parent(s)/guardian and student must meet with designated school officials for assessment of the situation and to make possible recommendations to assist the student. An individualized reintegration plan will be discussed at that time. Recommendations may include any combination of the following but not limited to:

a. Return to school after 5 day suspension.

b. Chemical use assessment administered by certified alcohol/drug counselor, and compliance with recommendations which may include outpatient or inpatient treatment.

c. Referral to Student Assistance Program (SAILS).

d. Development of a contract that defines expectations of the student's academic, behavioral, and attendance performance as he/she returns to school.

e. Sanctions of non-participation in any and all extra and co-curricular activities for 42 calendar days from the date on which the violation occurred. (See policy concerning extra/co-curricular activities.)

2nd Offense

1. Parent or guardian will be notified.
2. Proper legal authorities will be notified.
3. Student is suspended from school with recommendation of expulsion to the superintendent.
4. If disciplinary due process results in expulsion, it will be recommended that documented proof of a chemical assessment by a certified alcohol/drug counselor be provided to the principal prior to readmittance to school.
5. Parent(s)/guardian will meet with designated school officials to discuss assistance for student when he/she returns to school following the expulsion.

B. **Dealing:** Dealing is defined as selling, transmitting, or manufacturing alcohol or other illegal drugs.

Disposition:

1. Parent/guardian will be notified.
2. Proper legal authorities will be notified.
3. Student is suspended from school with recommendation of expulsion to the superintendent for the remainder of the present semester, and for the subsequent semester.
4. If disciplinary due process results in expulsion, it will be recommended that documented proof of a chemical assessment by a certified alcohol/drug counselor be provided to the principal prior to readmittance to school.
5. Referral To Student Assistance Program (SAILS) upon return to school.
6. If the offense consists of "sharing" unauthorized alcohol/drugs with peers, then school officials will have the discretion of recommending to the superintendent the waiving of expulsion providing that the various criteria are met as outlined in IV-A, steps 1-3.

V. Self-Referral

A student who self-refers to an appropriate school official and who follows the recommendations of the home/school counselor and administrators will not be subject to suspension, expulsion, extracurricular ineligibility or other disciplinary actions for violations which occurred prior to the self-referral. If school personnel learn of a violation before self-referral, a self-referral will not waive possible suspension, expulsion or exclusion recommendations in regard to extra and co-curricular activities.

VI. Tobacco

The use and/or possession of tobacco or tobacco products at school is prohibited. This includes cigarettes, pipe tobacco, cigars, chewing tobacco, snuff, or any other type or tobacco product. Violators using, possessing or chewing any tobacco product will be subject to disciplinary procedures: 2nd

A. **First Violation:** 2 day out of school suspension and must attend night school. Student is required to view nonsmoking video.

B. **Second Violation:** 3 day out of school suspension and must attend night school. Student is required to view nonsmoking video.

C. **Third Violation:** 5 day out of school suspension and recommendation of expulsion to the superintendent.

Substance Abuse Policy Concerning Extra and/or Co-Curricular Activities

I. Philosophy

Logansport High School recognizes that the use of mood altering illicit chemicals among adolescents is a significant health problem which negatively impacts upon behavior, learning, and the total development of the young person. Further, the school recognizes that the use of alcohol/drugs may lead to chemical dependency which is a disease of major proportion in our society.

Since the ongoing contact of extra and co-curricular sponsors, teachers, and coaches provide these individuals with the opportunity to interact closely with students who are using/abusing illegal drugs/alcohol, it is therefore deemed advisable that the aforementioned individuals assist to observe, confront, and support those adolescents in redirecting their efforts toward a chemical-free lifestyle.

Logansport High School therefore endorses that the following policy apply to all high school students (grades 9-12) who choose to participate in extra and/or co-curricular activities. This policy is in effect year round and applies to school and non-school events, and regardless of the day of the week during which such violation occurred.

II. Extra/Co-Curricular Parameters

Extra and/or Co-Curricular are activities that are conducted as a result of participating in athletics, music, drama, clubs, student government, class offices and other programs sanctioned by the school. These activities include practices, performances, rehearsals, contests, field trips, class activities, special activities, etc. which may result from such participation.

***Illegal Substances:** Drugs covered under this policy include any alcoholic beverage, marijuana, crack, cocaine, narcotic drug, hallucinogenic drug, inhalant, illegal steroid, barbituate, amphetamine, or any other stimulant, depressant or intoxicant of any kind, or any substance represented to be any of the above. The proper use of a drug authorized by a medical prescription from a physician is not a violation of this policy.

***Rule:** A student shall not use, consume, deal, or possess any alcoholic beverage, stimulant, inhalant, hallucinogen, narcotic, depressant, illegal steroid, controlled substance (including marijuana, cocaine, or crack) or items that look like or items represented to be any of the foregoing substances.

III. General Provisions

A. Any penalty imposed under this policy shall apply to any and all extra and co-curricular activities in which the student is participating at the time the 42 day penalty is imposed and to any such activity in which the student might choose to participate during the term of the penalty.

IV. Substance Abuse Procedure Concerning Extra/Co-Curricular Activities

A. It shall be the primary responsibility of the Intervention Council to implement and follow the provisions of this policy. Upon receipt of information which would lead school officials to believe a violation has occurred, the council shall take the following action:

1. Inform the student of the allegations constituting the grounds for invoking this policy.
2. Provide the student with an informal opportunity to explain his/her conduct.
3. Inform the extra or co-curricular activity sponsor of the student violation for the purpose of invoking 42 day suspension penalty.
4. All disposition procedures will be followed as stated in IV, A Steps 1-3.

B. **Consequences for Violation of Policy**

First Violation:

1. The student shall after the first violation lose eligibility (as defined in II Extra/Co-Curricular Parameters) for the next 42 calendar days from all extra and or co-curricular activities in which the student is currently involved.

Subsequent Violations:

1. After confirmation of a subsequent violation, the student will lose eligibility to participate in any and all extra-co-curricular activities for one calendar year from the date of such confirmation.
2. Any confirmed violations after the second offense will result in permanent suspension from all extra/co-curricular activities for the remainder of the high school career.

V. Tobacco

The use and/or possession of tobacco or tobacco products at school is prohibited. This includes cigarettes, pipe tobacco, cigars, chewing tobacco and snuff, or any other type of tobacco product. Violators using, possessing or chewing any tobacco product will be subject to disciplinary procedures.

A. **First violation:**	Student is suspended for 42 calendar days from date of offense from participating in extra/co-curricular activities. (refer to II Extra/Co-Curricular Parameters)
B. **Second violation:**	Student is suspended for 1 full semester from participating in any extra/co-curricular activity.
C. **Additional violation:**	Student is suspended for one calendar year from participation in any extra/co-curricular activities.

Substance Abuse Policy for Logansport MIDDLE SCHOOLS School Year 1989-1990

LOGANSPORT MIDDLE SCHOOLS/SUBSTANCE ABUSE & SAILS REFERRAL POLICY

The following policy applies to all middle school students attending school sponsored events, i.e., field trips, athletic events, etc. Due process procedures will be followed. Proper authorities will be notified. The following are areas where the SAILS staff will attempt to help students:

I. **Witnessed Substance Abuse Offense:** If students are found to be in violation of school policy, and/or local, state or federal regulations against possession, use and/or dealing of alcohol/drugs, or items that look like or are represented to be alcohol/drugs, on the first offense, the administration will:

A. Suspend the student out of school for 5 days with recommendation of expulsion to the superintendent.

B. Proper legal authorities will be notified.

C. The recommendation for expulsion from school may be waived if the following criteria are met by the student and parents:

The student will meet with the At-risk counselor for a preliminary assessment of chemical use and cannot return to school until he/she is in compliance with the recommendations of the At-risk counselor and/or administrator. These recommendations may include any combination of the following:

1. Return to school following suspension. No apparent problem at this time.
2. Referral to SAILS Core Team.
3. Chemical use assessment administered by a certified out-patient drug/alcohol counselor, and compliance with recommendations from the assessment.
4. Development of a "contract" which defines expectations of the student's academic, behavioral, and attendance performance as he/she returns to school.
5. Referral of parents to parent training classes through the school corporation.

Second Substance Abuse Offense:

A. Student will be suspended from school with a recommendation for expulsion to the superintendent.

B. Parent(s)/Guardian and proper legal authorities will be notified.

C. Parents and student meet with the administrator and the At-risk counselor to discuss possible recommendations during the expulsion from school and help for the student as he/she returns to school.

II. **Suspected Substance Abuse:** If a staff member notes a pattern of school performance representing a change in student behavior or an unacceptable direction which usual and customary corrective measures have failed to remedy:

A. Staff member fills out a referral form and discusses the problem with the At-risk counselor.

B. At-risk counselor will do an assessment with the student, contact the parent, and refer data to the Core Team.

C. Recommendation for referral to the SAILS program or outside counseling agency may be made.

III. **Tobacco Use:** The use and/or possession of tobacco or tobacco products at school is prohibited.

A. **First volation:** 1 day in-school suspension.

B. **Second violation:** 3 day in-school suspension.

C. **Third violation:** 5 day out-of-school suspension with recommendation for expulsion to the superintendent. Each violation will be noted by the At-risk counselor and appropriate counseling will be recommended.

IV. **Suspected Family Concern:** If a staff member becomes concerned that a student is affected by someone else's alcohol/drug problem:

A. Staff member will fill out SAILS referral form.

B. At-risk counselor will do an initial assessment, and refer the data to the Core Team.

C. Core Team will make recommendation to student, i.e., education/self-help program, SAILS in-school support group, supportive counseling with SAILS counselor.

V. **Alcohol/Drug related problems:** referred by self, parents, peers, and/or outside agencies.

A. In general, for students who become involved in the program through such voluntary referral sources, the procedures outlined for suspected alcohol/drug problems will be followed. No punitive measures will be taken if students are self-referred. A self-referral will not preempt punishment if school staff is aware of a drug/alcohol incident prior to self-referral.

B. For students returning from a chemical dependency program, the At-risk counselor will be involved in discharge planning and assist in reentry to the school setting and its SAILS support group for returning students.

VI. **Non-Alcohol/Drug related problems:** separation, divorce, death and loss, suicide, child abuse, neglect, etc.

A. Staff member concerned about such issues with a student will fill out a SAILS referral form.

B. SAILS counselor will do initial assessment and refer the data to the Core Team.

C. Core Team recommendations will be made on best course of action to assist the student.

New Moves

Program Application

Funding Source:	School budget
Number of Students Served:	All
Grade Level:	K-12

Program Objectives

Our school has had a media blitz over the past two years regarding elementary counselors with articles in both the local paper and the Indianapolis Star. A presentation to the school board and a half hour program on the TV. Because of this and our exposure, we hired four elementary counselors this past summer and now have one per elementary building.

This year has been low exposure. All of us write articles for our school newsletter each week. We are on our local H.E.L.P. organization and the Parent-Teacher Organization (PTO) executive board that meets once a month at our local schools.

Contact Person

Danielle Spacey
Carmel Elementary School
101 4th Avenue Southeast
Carmel, IN 46032
(317) 844-0168

Delivery Method

Guidance Curriculum

Responsive Services

Individual Planning

- System Support

Adopt-A-Teacher

Program Application

Funding Source:	Drug-Free Schools Grant
Number of Students Served:	200+
Grade Level:	K-12

Student Selection Criteria

Students can be self-referred, referred by teachers, peers, or parents.

Program Objectives

Students who need a "friend" are given an opportunity to "adopt" a teacher from a list of trained volunteers. Teachers or staff members meet with the student on a regular basis and serve as an adult supporter for the student. Teachers or staff members are not expected to counsel, but just befriend and support the student. Staff has been trained in listening and what must be reported to counselors.

An added benefit has been that teachers have become much more understanding of the crisis that students have. Teachers' lounge talk has become much more positive.

Contact Person

Marcia Gibson, Student Assistance
Cheryl Zell, High School Counselor
Bruce Oswalt, High School Counselor
Bev Jones, Middle School Counselor
Cathy Stephen, Elementary Counselor
Randolph Central School Corporation
103 North East Street
Winchester, IN 47394
(317) 584-1401

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

System Support

Student Assistance Program

Program Application

Funding Source:	General funds, At-Risk grant, Drug-Free Schools Grant
Number Of Students Served:	Approximately 725
Grade Level:	K-12

Student Selection Criteria

Students who are facing the issues of chemical use by themselves or their family members.

Program Objectives

1. Provide intervention services for students.
2. Develop and implement support groups.
3. Conduct staff development programs.
4. Develop and implement a curriculum focusing on the issues of alcohol/drug use.

See following pages.

Contact Person

Walter Aldorisio
Student Assistance Program Coordinator
Center Grove Community School Corporation
2929 South Morgantown Road
Greenwood, IN 46143
(317) 881-9326

Delivery Method

- Guidance Curriculum
- Responsive Services

  Individual Planning
- System Support

Definition of Student Assistance Program

The Student Assistance Program consists of a team which drafts policy, designs procedures, provides training, and promotes program awareness in order to identify, assess, refer, and support students with alcohol or other drug related problems.

The Student Assistance Program is a comprehensive and integrated approach to providing prevention, intervention, support, and instructional services for students and parents with the goal of minimizing and/or eliminating risks to the healthy growth and development of youth.

Target populations

- Students who are chemically dependent.
- Students who abuse alcohol and other drugs.
- Students who are effected by others' abuse of alcohol and other drugs.
- Students who are in a recovery program and returning to school.
- Students who are using or are in early stages of alcohol or other drug abuse and could benefit from information and support groups to become chemically free.
- Students who do not use alcohol or other drugs and wish to remain chemically free.
- Students with problems which are not related to drug and alcohol abuse but who are "at-risk" not to complete their educational experience.
- Teachers and staff who wish to foster a healthy growth experience for students.
- Parents who need information and support to help them confront those issues that negatively impact youth.
- Community members and organizations who desire and/or need more information about youth related issues.

Functions of the Student Assistance Program

- Early identification of students who are "at-risk" not to complete their education.
- Assessment as to the nature of the student's problem and its degree of severity.
- Intervention and referral to appropriate sources of help for students.
- Provide support for individuals engaged in making healthy changes in their lives.
- Perform case management task to assure and evaluate the operation of other program functions.
- Provide resources concerning the nature of "at-risk" issues for teachers, students, parents, and community organizations.
- Evaluate the "at-risk" issues as they exist at the school.
- Apply for and manage State Department of Education grants that pertain to "at-risk" impact programs and the prevention of alcohol and other drug abuse.
- Coordinate the prevention efforts of the school.
- Provide training for staff members who wish to participate in the functions of the Student Assistance Program.
- Communicate with parents and provide them support as they face the issues which place their child "at-risk."

Peer Facilitation Program

Program Application

Number of Students Served: 15-250 students
Grade Level: K-12

Student Selection Criteria

Students from Grades 10 through 12 are selected for this program by:

1. Application which includes a faculty rating sheet.
2. Interview with the program director.

The final decision is made by the program director.

Program Objectives

Primary focus is to help others in the school or community. This class is for credit. Students are trained for nine weeks in:

1. Attentive listening
2. Facilitative responding
3. Giving feedback
4. Decision-making and problem-solving

Dr. Tom Earney's peer facilitating model is followed and his books are excellent with answers to most problems.

Leader's Manual: "Youth Helping Youth: A Handbook for Training Peer Facilitators." Student handbook: "Caring and Sharing: Becoming a Peer Facilitator." Both are by Robert D. Myrick and Tom Earney. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421.

After training, students work in the field for three days and are in class two days for supervision and planning. Their work is usually in the following roles:

1. Academic tutor
2. Big brother and big sister
3. Group discussion leader

Contact Person

Vic Bardonner, School Counselor and Home School Advisor
Bob Hayes, Director of Counseling
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Delivery Method

Guidance Curriculum

- Responsive Services
- Individual Planning

System Support

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Group Counseling for Teachers

Program Application

Number Of Students Served: All
Grade Level: K-12

Student Selection Criteria

Teachers refer themselves.

Program Objectives

To help teachers understand their students, themselves, and to relate with their professional peers, group counseling sessions are held for staff. This group is set up and facilitated much like any support group with the same confidentiality parameters.

Contact Person

Janice Fermer, Counselor
Perry Heights Middle School
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Evansville, IN 47712
(812) 423-4405

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

Six-Week Video Series on Parenting

Program Application

Number Of Students Served: Those who receive cable in their home.
Grade Level: K-12

Program Objectives

1. Provide information to home via television on parenting skills through Sammons Communications, a local cable station.
2. Inform parents about our active parenting classes offered in our school corporation.

Contact Person

Barbara Reed
Logansport Community School Corporation
2829 George Street
Logansport, IN 46947
(219) 722-2911

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

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Six-Week Video Series on Substance Abuse

Program Application

Number Of Students Served: Those who receive cable in their home.
Grade Level: K-12

Program Objectives

1. Provide information on drugs and alcohol directly to the home through Sammons Communications, a local cable station.
2. Heighten awareness in the community.

Contact Person

Barbara Reed
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(219) 722-2911

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

Book Nook

Program Application

Funding Source: School budget
Grade Level: K-12

Student Selection Criteria

All

Program Objectives

Each month as part of the guidance newsletter, I have a "Book Nook" section where I review a book that I believe will be of interest to parents. They are usually parenting skills books, but sometimes I will review a book for children that parents could learn from, such as: *How It Feels When Parents Divorce*, by Krementz. I also give the cost and tell if it is in the public library or guidance office.

Contact Person

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Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

P.A.S.S.

(Patriot Achievement Success System)

Program Application

Funding Source:	Complimentary lunch (Hardee's Restaurant)
Number of Students Served:	Approximately 80
Grade Level:	6-8

Student Selection Criteria

Students with a grade point average of 1.25 or below

Program Objectives

1. To motivate students to improve semester grades in order to be promoted to next grade.
2. To involve parents in the learning process and in motivating students.
3. To increase communication between parents and school personnel.
4. To educate parents and students regarding study skills.
5. To improve self-image of students due to academic improvement.

Contact Person

Dianne Shewmaker, Counselor
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Spencer, IN 47460
(812) 829-2249

Delivery Method

Guidance Curriculum

- Responsive Services

Individual Planning

- System Support

P.A.S.S. Program Activities

(Patriot Achievement Success System)

The following activities are planned for students this nine weeks in the P.A.S.S.program (students with nine weeks. GPA of 1.25 or less are automatically in this program).

1. Letter to be sent home to parents of all P.A.S.S. students requesting parent/student/counselor conference (copy of letter is attached). A comprehensive evaluation of student's difficulties will be made.
2. List of P.A.S.S. student names to be given to teachers.
3. P.A.S.S. Prescription form sent out to teachers before conference time (see copy attached) to inform teachers of conference and get current information.
4. Meeting with all P.A.S.S. students during school day in cafetorium. You will receive a list of names and a reminder in the bulletin.
   a. Program to be explained
   b. Study skills presentation
5. Academic counseling to be done with P.A.S.S. students by counselors. Counselors also will monitor students' progress with teachers.
6. Complimentary Hardee's lunch incentive for all P.A.S.S. students who improve second nine weeks grades enough to average a semester GPA of 1.35 or higher. (fourth nine weeks P.A.S.S. students must also meet promotion requirements in order to receive complimentary lunch!)

Dear Parent/Guardian:

Your child _____ is presently failing the school year with a GPA of _____ for first nine weeks. (A GPA if 1.25 is required for promotion). In order to encourage your child to improve his grades and be successful this year, he/she is now automatically involved in a new program initiated this year—the P.A.S.S. program (Patriot Achievement Success System).

One of the requirements of the P.A.S.S. program is a conference between parents, student, and counselor to determine the educational needs of your child. Information about this program and how you can help your child at home will be given. Please call me at school to set up an appointment for this conference. If a conference during the school day is impossible for you, call me to make other arrangements.

Please read enclosed articles on underachievement. By working together, I think we can make this a successful year for your child. I look forward to hearing from you.

P.A.S.S. Prescription

GOAL: TO ASSESS P.A.S.S. STUDENTS INDIVIDUAL ACADEMIC NEEDS

STUDENT NAME _____ GRADE _____

Parent/Student/Counselor Conference Date _____ *Time_____

Counselor _____

If you would like any specific information regarding this student's academic/behavioral progress to be shared with parent and student at this conference, please list below:

1.

2.

Parent/Guardian will be made aware of the following options in order to more closely supervise student's progress:

1. Homework Assignment Sheet
2. Parent/Teacher Conference
3. Telephoning teachers during teacher prep period
4. Contacting counselor/progress check about specific classroom problems

TEACHERS WHO HAS STUDENT AT TIME OF CONFERENCE: Please send this student to Guidance Office at appropriate time listed above.*

Conference time is set at convenience of parent, but effort is made to consider student's schedule, as well, when possible.

Pursuits—A Career Developmental Program

Program Application

Funding Source:	Olin B. and Desta Schwab Foundation
Number Of Students Served:	4300+
Grade Level:	6-12

Student Selection Criteria

As an individual grows and develops it is evident that many decisions must be made. Among those decisions is the process of exploring one's career options. Involved in this process is the integration of a wide variety of factors which influence those decisions. Aptitudes, interests, abilities, achievements, experiences, goals, values, motivations, and maturity are major factors. This program was developed to assist the individual student to make more thoughtful and informed career decisions. The dream for this program is that no student will be deprived of this opportunity to recognize and realize his/her talents and potentiality.

Program Objectives

The following pages list the goals and objectives of this program.

Contact Person

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Delivery Method

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Career Development Program Goals and Objectives

GOAL ONE: The intent of the Career Development Program is to promote the need for career decision-making skills.

Objective 1.1: A public relations agent will be contracted to design a mass media promotion for both the electronic and printed media, whichever is most financially feasible and appropriate, emphasizing the need for appropriate career decision-making. The promotion is intended to encourage the community to become actively involved in assisting our young people as they work out their futures.

Objective 1.2: A special effort will be made to promote the idea of career development to the student population by means of system-wide publicity, in- school bulletins, newsletters, school newspaper articles and ads, letters to the home, announcements, posters, daily bulletins, etc.

Objective 1.3: A public relations agent will be contracted to design a brochure which will be used to specifically outline and describe the nature and intent of the Career Development Program. This promotional piece will be used to bring awareness of the importance of career decision-making to parents, teachers, administrators, community leaders, and other significant individuals who may be in positions of influence with young people.

GOAL TWO: The intent of the Career Development Program is to assist the school, on a continuous basis, in providing each student with appropriate data from which informed career decisions can be made.

Objective 2.1: For the secondary schools, an appraisal instrument will be selected which will assess adolescents' interests, aptitudes, and job-related experiences.

ITEM 2.1.1: Continued efforts will be made to search out and examine appraisal instruments available. Each product will be evaluated to determine validity, reliability, facility of administration and interpretation, and overall usability.

ITEM 2.1.2: An ongoing effort will be made to gather data which will assist in the development of better procedures for promoting, administering, and interpreting the appraisal instrument(s).

Objective 2.2: For the middle schools, opportunities will be provided to students to increase awareness of and to explore the possibilities in the world of work.

GOAL THREE: The intent of the Career Development Program is to provide opportunities for parents to become actively involved in this critical career decision-making process.

Objective 3.1: A brochure which will outline and describe the nature and intent of the Career Development Program will be distributed to all parents.

Objective 3.2: Parents and students will be provided an opportunity to meet together in individual and/or group counseling sessions. These seminars will focus on:

a) CAREER INFORMATION (computer-assisted information, directories, *Occupational Outlook Handbook*, a variety of information manuals);
b) INTERPRETATION of the appraisal results;
c) ASSIMILATION of the other information from the student records (grades, abilities, attendance, achievement, credit evaluation sheets, etc.);
d) UTILIZATION of the decision process as the student selects career(s) which would capitalize upon the student's strongest interests, capacities, and abilities, as well as individual motivational factors;
e) SELECTION of an educational plan to include high school courses and other activities which will enable the student to develop competencies required for the student's intended career(s);
f) SELECTION of post-high school education/training programs which will help the student reach the intended goal(s).

GOAL FOUR: The intent for the Career Development Program is to provide the basis for more comprehensive career exploration experiences for the student. Suggestions for career exploration activities might include:

"Shadowing" Program
Mentor Program
Individual/Group Guidance
Individual/Group Counseling
Higher Education Day
Regional Higher Education Exposition ("Directions")
Lunch with a Giant Program
Explorer Posts
Citizen Apprenticeship Program (United Way/AFL/CIO)
Co-operative Education (SME, COE, ICT)
Career Center Programs
Student Executive Intern Program
Career Seminars/Workshops/Institutes/Camps/College Classes
Career Days/Engineers' Week/Minority Career Days
Volunteer Experiences (Hospitals/Red Cross/Community Agencies)
Junior Achievement
College Representative Visits
Campus Visitations
Minority Scholars Programs
Computer-Assisted Career Exploration
Adopt-a-School Program
Part-time Summer Jobs
Public/School Library
Parents

Middle School Visitation

Program Application

Grade Level: Use adaptation for any transition year

Program Objectives

The visitation program provides an opportunity for middle school staffs to assess the effectiveness of their programs in preparing students for high school, as well as determine the students' adjustment and progress during their first year of secondary school. It provides middle school staff a firsthand experience with high school classes, staff, and expectations for our students. It is a positive experience for students to realize that the school cares about them as individuals.

Teams of our feeder school teachers/ administrators are invited to the high school in the spring, each year to interview former students. Two different teams of three each visit on two consecutive days. Representative groups of students are asked to complete questionnaires prior to the visits, and small group (three students per teacher/administrator) interviews are scheduled at 15-minute intervals throughout each day. The team eats lunch with the faculty and spends the afternoons visiting classes. At 2:45 p.m., department chairpersons and administrators meet with the team member to answer any questions.

Contact Person

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Delivery Method

Guidance Curriculum

Responsive Services

Individual Planning

- System Support